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ABSTRACT

One of the goals for community education is to encourage the widest use of school buildings for activities that promote learning among youth and adults. Through legislation passed by the 66th Texas Legislature, community education will be expanded to many more school districts and communities throughout the state. This publication has been designed to help schools in implementing community education and to assist established projects to expand. Materials used by local community school programs are included to provide practical solutions to problems. The materials deal with funding and budgeting, selection and governance of community councils, staffing, recordkeeping, public information, interagency relations, community school program information, and evaluations. (Author/MLF)

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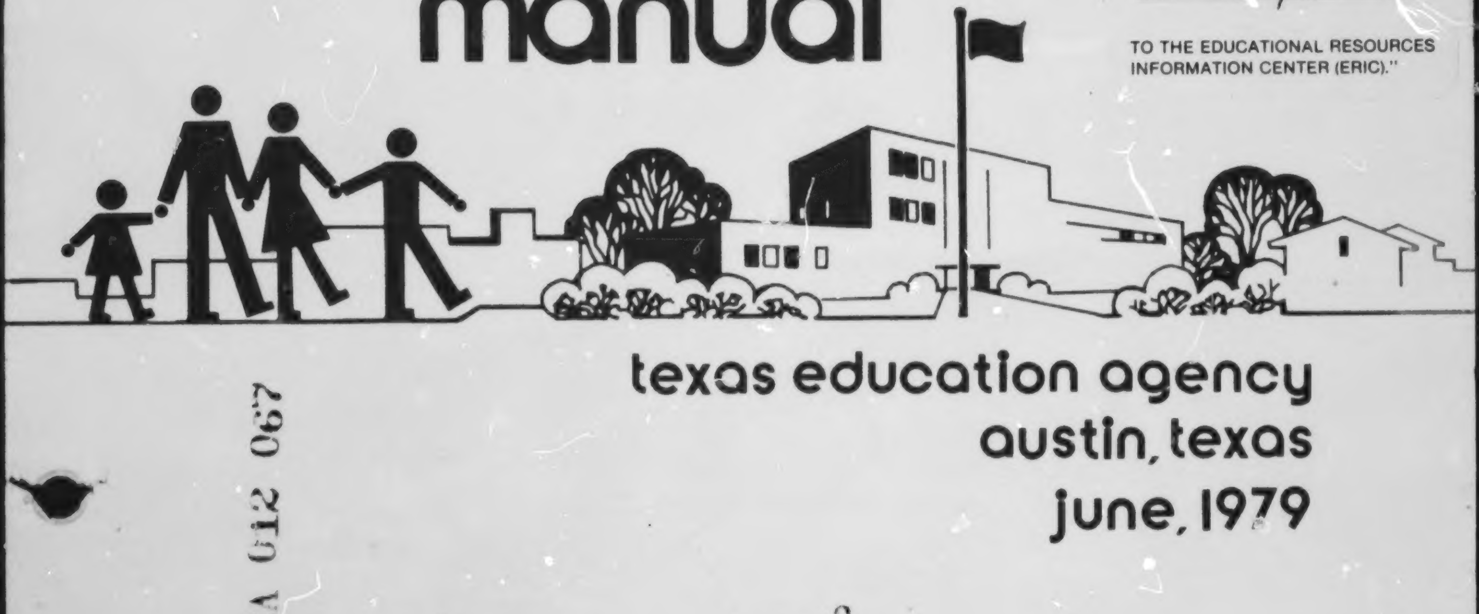

texas education agency
austin, texas
june, 1979

EA 012 067

a community education resource manual

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TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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INTRODUCTION

Texas public schools are returning to the concept of the little red school house, which served as the community center for all events. Through community education, school campuses are becoming the hub for local activities. That is one of the goals for community education--to encourage the widest use of school buildings for activities which promote learning among youth and adults.

This learning takes many forms. It may involve learning a new hobby, developing new vocational skills, or learning how to read. Citizens may explore community problems and seek solutions to those problems through community activities.

Schools belong to the people, and these publicly supported facilities should be used for a variety of educational, recreational, and service activities. Community education makes that happen.

Through legislation passed by the 66th Texas Legislature, community education will be expanded to many more school districts and communities throughout the state. This Community Education Resource Manual has been designed to help schools in implementing community education and to assist established projects to expand. Materials used by local community school programs are included to provide practical solutions to problems. While the manual may not be read at one sitting, it is intended as a handy reference for ideas about initiating community education and establishing programming for youth, adults, and older adults.

PHILOSOPHY

Statement of Philosophy
from the
Center for Community Education
Texas A&M University

"The democratic problem in education is not primarily a problem of training children; it is the problem of 'making a community' within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so."

Joseph Hart (1924)

Definition

Community education is a concept which embodies a multi-faceted community approach to education. It expands the role of public education and stresses both individual and community improvement.

The concept of community education involves a process which expands the notion of who can teach and who can learn, and offers a process which seeks to utilize a community's entire range of human and material resources. It is a process that is directed toward creating learning opportunities on a continuous basis for all age groups as the community becomes a living/learning laboratory.

Central to this process is the identification by the community of its wants, needs, and problems and their involvement at the "grass roots" level in developing strategies and subsequently, solutions that address those wants, needs, and problems. Community involvement in decision making is the most sensible means whereby the quality of life in a community can be improved and thus the purpose of education can be fulfilled.

THE NEW PHILOSOPHY OF COMMUNITY EDUCATION

by

ROSS VAN NESS

As community education has moved from community schools to a fully fledged concept of community education, it has advanced beyond concern only for programs and activities. This move from programmatic emphasis to the areas of community problem solving and improving the quality of community life has resulted in some serious problems for community educators.

When community education dealt just with programs and it's collaborative efforts had only to do with the coordination of programs and activities, life was much simpler. A community educator needed to be concerned only with responding to the programmatic requests of citizens, making sure programing was effective with adequate supervision, and that all financial matters were efficiently handled. As community education matured, however, the realization has evolved that programs by themselves do not necessarily enrich people's lives. They may "fill their lives" but that does not necessarily mean that those filled hours are fulfilling. Thus, it is necessary that community education impact upon other dimensions of individual and community life.

This community problem solving aspect of community education has led to a need for increased astuteness in dealing with community power structures, persons in position of authority within the community, and with all persons whose responsibilities already deal in some way with the quality of life in that community. A reality of life is that many public officials do not feel particularly secure in their own abilities or their effectiveness in their jobs. This insecurity is often reflected in resistance to cooperative efforts or attempts to "help" them perform their responsibilities. The difficulty is, that this resistance may not always be open and forthright. Instead of openly disagreeing with goals or means that community educators seek to use. Officials sometimes covertly or indirectly seek ways to undermine the community educator's work.

Another problem is that many of the community problems undertaken as part of the community education effort are so large or pervasive that it requires the concerted effort of the total community to make an impact on them. Such a concerted effort is extremely difficult for the community educators to organize, given the ingrained isolationism and low trust levels, that often exist among the different community factions who need to cooperate.

This resistance to cooperation is further strengthened by the great American tradition of rugged individualism. Since our country was founded on the idea of people being self-reliant and accomplishing things by themselves, many people still resist having to admit that they need help from someone else on a given project.

What then can the community educator hope to accomplish given this great resistance and reluctance to engage in truly close, collaborative efforts, or to exhibit the trust level necessary to achieve many difficult goals?

1. The community educator can seek out self-confident officials and make some in-roads in collaborative efforts. There are people of good will in every community; there are some unthreatened individuals in each agency. Collaborative efforts can be developed and lines of communication can be opened among some community people and agencies.

2. Many times it is not a lack of willingness but a lack of skills that prevent community education from making in-roads in the community problem solving. Community educators can provide training efforts to help people develop the skills necessary to carry out their goals. Thus, the project will not suffer from faulty implementation.

3. There are some things that the community educator can personally do to fulfill the lives of people of the community. The community educator can help people avail themselves of opportunities, can create linkage for individuals, can be supportive of their individual goals, and can bring people with aspirations together with opportunities to fulfill.

Thus, while the problems connected with having community education involved in community problem solving are severe, there is a great reward to impacting upon a community problem, or making some in-roads to improving the quality of life in the community. The community educator can work with members of the power structure who are unthreatened and willing to cooperate, can provide skill training for people with all types of responsibilities, and can personally or through others touch the lives of as many people as possible.

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POSITION STATEMENT ON

THE COMMUNITY SCHOOL CONCEPT

ADOPTED BY THE STATE BOARD OF EDUCATION APRIL 8, 1972

Since the earliest days of public education in Texas, the community school system has been looked upon and used by the people of the community, both urban and rural, as a focal point around which a wide range of activities revolve and through which community services may be provided. While, of design and by necessity the system and facilities have been designed to provide education for children and youth, the facilities are owned by the communities, are conveniently located in the neighborhood, and have enjoyed utility in social, recreational, governmental, citizenship, welfare, disaster, and other activities. Both state and local statute and policy have allowed that, while public funds for formal public education must be spent for that purpose, the community and neighborhood school facilities are owned by the community and may be used for the whole range of community activities, so long as these activities and services do not detract from or hinder the basic program for which the education system exists.

Regrettably, in a greater degree each year, communities overlook this most obvious of resources and create other centers of activity and facilities for organizing around interests and providing services. While facility usage varies considerably between communities, it is generally accepted that public school buildings and grounds are not being utilized fully. At the same time, there is a critical need in many communities for more public facilities and for a closer relationship between the school and the neighborhood.

There are many indicators that such is the case. Almost without exception, general purpose government and the more specialized health and welfare agencies indicate a need for an improved ability to take their services to the neighborhoods and rural communities. Many cities are presently giving high priority to multi-purpose neighborhood centers that relate to neighborhoods in a coordinated delivery system. However, available revenues and reluctance to duplicate facilities indicate that potential new land acquisition and facility construction could at best serve only a small portion of the need.

Professional educators, without exception, agree that the school, in order to best serve the child, must be able to relate to some degree to the total family and the community attitudes and perceptions. Most agree that they are presently ill-equipped to do this properly. Parents and neighborhood residents seem increasingly to detach themselves from responsibility for the school system, but with no corresponding reduction in demands for service, in criticism, or in opposition to voting new taxes or approving new bond issues.

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Civil unrest and vandalism frequently vent themselves on the neighborhood school. While this may be, to some degree, the expression of frustration with government in general, sociologists generally agree that both youth and adults often feel isolated from the school and unsatisfied with its ability to relate to many of their special needs. Rural to urban migration and the high mobility of our population decrease identity with the community, the neighborhood, and its institutions.

The abnormally high percentage of adult illiteracy, high unemployment in many inner cities and rural areas, the increasing demand for a more skilled work force by public and private industry, needs for adult education in the area of citizenship, drug problems, consumer affairs, safe driving, and other short-term educational programs have placed increased demands on public education that can, in most instances, be best provided at the neighborhood level, after hours, and on weekends. Increasingly, communities will be faced with the problem of the aging. The community school concept with its emphasis upon all citizens, young and old, may offer promise of meeting the special educational needs of the aging.

In recent years, emphasis and direction have been added to this concept of community education by the work of the Mott Foundation in Flint, Michigan, initially in the public schools of Flint, and subsequently in other communities both in that area and other parts of the nation. Through funds provided by the Mott Foundation, Texas A&M University has established its Center for Community Education and is assisting a number of Texas communities in exploring a broadened and more effective approach to meeting community needs for education and community service.

In order that this most basic concept of the community school service can achieve its fullest potential, and in the interests of committing the public education system of Texas to a full partnership with other units of state and local governments and the citizens we serve, we the State Board of Education reaffirm the traditional role of the public school as a community center for people of all ages. We challenge the administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, and recreational services and activities appropriate to the needs of the community and the resources of our society.

The Commissioner of Education is directed to provide leadership, encouragement, and such assistance as is possible in support of this recommitment and thrust.

INITIATING COMMUNITY EDUCATION

DISTRICTWIDE OR CAMPUS
MINIMUM ELEMENTS FOR IMPLEMENTING COMMUNITY EDUCATION
January 1979

Community Education can be a step-by-step process. Elements one (1) through nine (9) take 8 to 12 months to accomplish and are continuous.

1. The implementation of the community education concept must begin with a firm commitment to the concept by the chief administrative officer of the local education agency (LEA). At the same time, it is advisable to obtain an endorsement of the concept by the chief administrative officer of the local city government.

2. The local board of education must pass a formal resolution supporting the community education concept and it is advisable to obtain a resolution from the local city government.

3. A full-time trained coordinator/director should be employed.

4. A districtwide and/or neighborhood campus community school council should be organized whose partial membership is representative of local government, citizens, service agencies, education, and institutions. This council should be utilized at the beginning to plan the implementation steps of the project, conduct the needs assessment, and publicly promote the concept of community education. Once this has been accomplished, the council should continually identify wants, needs, problems, and resources for all age groups.

5. A communitywide agency awareness and involvement program should be planned to inform and seek assistance and participation from local groups. The project should also be designed to encourage and utilize cooperative agreements and other public and private agencies to make maximum use of existing talents and resources to avoid duplication of services.

6. A communitywide public awareness program should be planned to inform and seek assistance and participation from individuals, groups, organizations, and institutions. The films, "To Touch A Child," "A Sense of Community," and "Education is More Than a Word: Community Education in Texas" -or the slide-tape presentation, "Community Education" -are also available from a number of the regional education service centers. This awareness helps to determine just how much commitment there is in the community to community education.

7. Significant inservice opportunities should be planned and conducted to inform the new and regular K-12 and/or college administration, faculty, and the staff of the LEA of the goals and objectives of the project and the concept.

8. A door-to-door random sample survey using adult volunteers as interviewers should be conducted to determine all community needs (not just educational). At the same time, the needs of youth should be surveyed who attend the school to be served. After the initial assessment has been completed, an ongoing needs assessment for all ages including other methods of data collection should be planned.

9. Educational and community goals and objectives that address themselves to the needs determined by the survey and realistic timetables should be established by an advisory group to establish and maintain the most effective programs for the community.

10. Now that minimum elements 1 through 9 are completed, it is time to identify and/or initiate programs and resources to meet the needs of all ages in the community.

11. In order to determine the progress of the project, an evaluation plan should be a part of the project and should include process and product evaluation procedures.

Texas Education Agency
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MINIMUM ELEMENTS FOR IMPLEMENTING COMMUNITY EDUCATION
SAMPLE TIMETABLE

July	August	September	October	November	December	January	February	March	April	May	June
1	7	4	5	8	8	9	9	10	10	10	10
2	3	5	8		9	11	11			11	11
	4	3									
	6										

Minimum elements are placed under the month projected for accomplishment. Example: July
1. Commitment
2. Resolutions

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IDEAS FOR COMMUNITY EDUCATION AWARENESS SESSIONS
(For K-12 Administration, Teachers, Support Staff, Parents, Students, and Community)

Creating Awareness and Understanding of the Community Education Concept

Group: Administrators (Superintendent, Principals, Business Managers, etc.)

1. What are the concerns and/or objections administrators have relative to community education?

   . time
   . money
   . property control
   . conflict
   . programs
   . overload of daytime secretary staff
   . custodians overworked
   . regular staff overworked

2. What are the benefits of community education to administrators?

   . vandalism reduced
   . extra pay for teacher
   . community involvement
   . taxpayers' support (nonparents)
   . some classes can produce productive employment - reducing the unemployment numbers - enhancing the daytime offerings in the area of electives - providing more civic organizations the opportunity to know and support their school
   . parent willingness to be involved in daytime program
   . community will understand administration needs

3. What strategies can be used with administrators to gain their acceptance and understanding of the community education concept?

   . keep informed as to federal and state support of community education
   . invite them to workshops relating to community education
   . have administrators who have experienced successes in community education share with your administration

Group: Parents and Students

1. What are the concerns of parents and students relative to community education?

   . taking away from family - kids out of home at night - lessened role of parents
   . interfere with regular school responsibility (homework, etc.)
   . increase taxes - finances terminology "change agent"
   . use of facilities - parents and students (full use)
   . using school to criticize social conditions of community atmosphere and use of facilities
   . don't want parents around

Reprinted from Developing Statements for Community Education, Arizona Department of Education.

2. What are the benefits of community education to parents and students?

- expanded use of public facilities (especially for small communities)
- student able to take more courses
- parents without funds can get courses for less money to improve themselves
- increased resources available to parents and community (business and industry)
- these resources ferreted out saving tax dollars
- students working with other age groups, other adults in classroom; greater social adjustment; communication/understanding more support for public education (through exposure)
- better understanding of children's education
- special programs

3. What strategies can be used with parents and students to gain their acceptance and understanding of the community education concept?

- "what's in it for me?"
- "what do I want?" (have you asked me?)
- need to develop sense of community in some places

Group: Teachers (including teacher aides, volunteers)

1. What are the concers and/or objections teachers have relative to community education?

- facility utilization diverting of funds

2. What are the benefits of community education to teachers?

- identification of resources (human, etc.)
- moonlighting (extra work for teachers)
- better understanding of schools through better communication and more direct contact (greater awareness)
- less vandalism
- more resources to use (joint-funding, etc.)
- career ladder for teachers

3. What strategies can be used with teachers to gain their acceptance and understanding of the community education concept?

- inservice (one-to-one as much as possible)
- involve teachers and aides in program itself
- involve teachers and aides in decision making (especially concerning facility and material usage)

Group: Support Staff (Clerical, custodians, food service, bus drivers, etc.)

1. What are the concerns and/or objections the support staff has relative to community education?

- extra work
- use of facilities by other personnel
- lack of communication
- desire for overtime
- vacating buildings early

- pooling of secretarial tasks
- information given out by secretaries
- opening and closing of buildings

2. What are the benefits of community education to the support staff?

   - awareness of community needs
   - exposure to different type of student
   - monetary reward - payment for overtime

3. What strategies can be used with the support staff to gain their acceptance and understanding of the community education concept?

   - involve staff
   - make sure staff leaves buildings early enough to allow custodians to clean up
   - make custodians directly involved - give directions, assign rooms, etc.
   - show gesture of appreciation for their work
   - inservice workshops for all support staff
   - improve communication - memorandums
   - certificates of appreciation - gift - free lunch

Group: Community (Business, Organizations, Agencies, Senior Citizens)

1. What are the concerns of community members relative to community education?

   - not the role of public schools
   - costs: increase, etc. (overhead)
   - schools for K-12 only
   - compete with other agencies
   - ignorance
   - cuts regular staff
   - communication

2. What are the benefits of community education to the community?

   - serves total population
   - increased services and programs
   - better use of facilities
   - development of cooperative programs
   - vocational programs can be offered beyond K-12
   - better use of leisure time
   - provide for cultural diversity
   - increases cost effectiveness
   - use volunteer service
   - cross age, population involvement
   - provides delivery system for other agencies

3. What strategies can be used with the community at large to gain its acceptance and understanding of the community education concept?

   - public relation
   - policy development
   - individual communication with services

RECOMMENDED PROCEDURES FOR EXPANDING COMMUNITY SCHOOL PROGRAMS TO OTHER CAMPUSES

Getting Started

The impetus for the establishment or expansion of a Community School Program can come from many different sources. Action to initiate such a program in any given school may stem from the individual or collective efforts of at least the following:

1. An active PTA or parent's group wants to participate more directly in the life of the school and the education of their children.
2. An existing nonschool community organization concludes that the human and physical resources in their neighborhood can be better utilized.
3. An active school staff is searching for new approaches to solving school problems or is interested in building more positive school-community relationships.
4. A local agency -- community college, recreation department, community action program, or senior citizen organization-- views the school as a desirable delivery point for their particular programs or services.
5. One local resident may become knowledgeable and committed to the community school concept enough to begin drawing various factions together to muster support for local development.

Regardless of the original source of interest in the community school program, there are numerous actions that any given community might take to expand this interest and begin planning for the implementation of their Community School Program.

First, an effort should be made to establish communication between the initiating individual/group and all related school and community groups to secure their involvement in all subsequent actions. If no formal community organization presently exists in the neighborhood, the parents and school staff should enlist the help of all appropriate groups in making direct contact with the community. If a neighborhood association or some other formalized citizen's organization is taking the initiative for community school development, they should make direct contact with the school district in order to involve both the school staff and parents.

Second, some form of a functioning neighborhood advisory committee should be formulated at the earliest possible time. Initially, this might take the form of a temporary or Ad Hoc committee designed simply to provide leadership and direction for all subsequent activities. However, an effort should be made to gain the broadest possible neighborhood and school representation on this Committee. Ideally, such a Committee should include representation from both sexes and every age, income, ethnic and educational level present in the neighborhood. Although failure to achieve such total representation should not forestall all future activities, it should remain a primary goal of the committee.

Sources of Assistance to Advisory Committees

There is no need for any advisory committee to flounder or become confused in its efforts to establish a Community School Program, and the use of the resources available to them may be of great assistance in their planning efforts. At least the following such sources can provide needed assistance upon request:

1. Personnel for existing community schools, including principals, advisory council members, and community school workers, have a wealth of experience which can be tapped for orientation, planning, and developmental activities.

2. A districtwide Community Education Coordinator may be available to assist and facilitate the development of new community school programs. This individual should be able to work with any organizing group to assist them in meeting the basic criteria for funding support.

Planning for a Community School

The Neighborhood Advisory Committee can provide the needed direction for the development of their community school to assure its ultimate success through a variety of orientation and planning activities. More specifically, the committee might undertake some or all of the following tasks:

1. Interpret the community school idea to the neighborhood-at-large through meetings, mailings, personal contacts, displays, etc.

2. Interpret the community school idea to school staff, agency representatives, and existing community organizations to increase their understanding and secure their support.

3. Request assistance from those individuals or agencies who are available to assist in the various aspects of community school planning, development, and operation.

4. Outline a timetable for the development of their community school and solicit assistance in completing planned activities.

5. Explore what is expected or needed from related agencies including the school district, city, community college, volunteer bureau, and others.

6. Compile evidence of neighborhood support for the proposed community school program. This might include such things as times, dates, location and attendance at public information meetings, petitions, responses to community surveys, listings of personal contacts, etc.

7. Conduct a general inventory of the facilities and other physical resources available within the neighborhood. When compiled, this information can be catalogued and used to document the need for program leadership. It will also be a great assistance in getting a program underway once it is funded.

8. Become familiar with existing programs in the school or neighborhood and determine how the community school might serve to further enhance these efforts.

9. Outline the objectives for their proposed community school program.

10. Prepare and submit a formal request for official designation as a community school.

11. Assist in the recruitment, screening, and selection of community school staff at such time as the proposed program receives funding support.

Procedures for Requesting Designation as a Community School

(Narrative)

The following procedure has been developed to aid in decision-making regarding the creation of new community schools with AISD. This procedure is intended to provide some indication of the desire of any given school and the residents of its service area to initiate and maintain a Community School Program.

No school will be considered for designation and funding as a community school until a written request, containing the following types of evidence, has been submitted to the superintendent of schools. This written request will then be forwarded to a Site Selection Committee for review and recommendations. Since financial limitations may make it impossible to approve every such request, it will likely be necessary to consider these requests on a competitive basis.

Each written request should include the best possible documentation of the following:

1. Evidence regarding community involvement
    a. A representative Ad Hoc neighborhood advisory committee must exist.
        1. Are the names of the members of this committee included in the request?
        2. Are the members of the committee willing to retain their position for at least 6 months after the naming of a community school director?
    b. The committee must have been involved in the development of the written request.
        1. Does the request indicate the degree to which the neighborhood has been involved in its development?
        2. Does the request include some indication of the desires of the neighborhood as evidenced by either the inclusion of an areawide petition or the results of a neighborhood survey?
        3. Does the request indicate the degree to which the neighborhood has been made aware of the community school concept in at least the following ways?
            a. Neighborhood meetings
            b. Individual or small group discussion sessions
            c. Film showings
            d. Distribution of printed materials
            e. Other
2. Evidence regarding school staff involvement
    a. What evidence is available that the school staff is aware and supportive of the designation of their school as a community school?
        1. What type of orientation has been done?
        2. Does the request have the support of the principal?
        3. Does the request have the support of the faculty?
        4. Does the request have the support of the classified staff?

3. Evidence regarding program planning

   a. Have the objectives for the proposed program been outlined?

   b. Is information regarding neighborhood needs and interests available?

   c. What is the neighborhood's history of school involvement and school usage?

   d. What relationship will the program have to existing school programs? Will the program support and complement the required school program?

   e. What relationship will the program have to existing community agency programs?

4. Evidence regarding neighborhood resource commitments

   a. Has the neighborhood demonstrated its commitment by proposing provision of resources to the community school, i.e., desk, chairs, file cabinet, materials, volunteer instructors, etc.

26

SAMPLE
SURVEY FOR EXPANDING COMMUNITY SCHOOLS

Area:________________ School:_________________________ Principal:______________________

Instructions: For each item below, circle the number according to the key (accurately) describing the community served by your school and return to the coordinator for Community Schools at 906 West Milton Street.

Key: (1) Very High Need, (2) High Need, (3) Need, (4) No need.

ITEMS				
Area Population Density	1	2	3	4
Need for Neighborhood Recreation	1	2	3	4
Need for Cultural Enrichment Activities	1	2	3	4
Need for Broader Socializing Experiences	1	2	3	4
Need for Expanded Youth Services	1	2	3	4
Need for Greater Neighborhood Involvement	1	2	3	4
Need for Improved Agency-School Cooperation and Coordination	1	2	3	4
Need for Expanded Early Childhood Services	1	2	3	4
Need for Student Enrichment Programs	1	2	3	4
Need for Teen Services	1	2	3	4
Need for Senior Citizen Programming	1	2	3	4
Need for More Student Directed Projects	1	2	3	4
Need for Expanded Adult Education Services	1	2	3	4
Other, Please Specify:__________				

Comments: (Please write in below any other thoughts you may have regarding Community Schools.)

____

____

____

____

____

____

From Austin ISD

COMMUNITY EDUCATION
FACTORS FOR SITE SELECTION

We are in the process of selecting Community School campuses for Community Education. Information will be handled confidentially. Final selection of schools will be recommended by the Superintendent to the Board of Trustees. Please rank by circling.

SCHOOL____________________ NAME/OR POSITION__________________________ 1 High Need 2 3 4 Low Need

1. Need for sense of neighborhood as evidenced by people working together for neighborhood and self-improvement. 1 2 3 4

2. Need for on-going systematic communication between the school and the community. 1 2 3 4

3. Need for supportive services for the K-12 program.

   a. Remedial - Tutorial.......... 1 2 3 4
   b. Programs for the Gifted.......... 1 2 3 4
   c. Pre-School Programs.......... 1 2 3 4
   d. After School Enrichment Activities.......... 1 2 3 4
   e. Parent Effectiveness.......... 1 2 3 4
   f. Volunteer Resources.......... 1 2 3 4
   g. Staff Development Programs (community-staff communications) Ex-survival Classroom Spanish for Teachers, Getting More from Parent-Teacher Conferences, etc.......... 1 2 3 4

4. Need for Developmental Opportunities For All Ages.

   a. Educational.......... 1 2 3 4
   b. Vocational.......... 1 2 3 4
   c. Civic.......... 1 2 3 4
   d. Recreational.......... 1 2 3 4
   e. Personal Development.......... 1 2 3 4
   f. Information About Community Resources.......... 1 2 3 4

5. Need to improve use of facilities and resources with the community. 1 2 3 4

6. Physical capacity for the community school program (gym, cafetorium, multipurpose room). 1 2 3 4

7. Accessibility of the building to adjacent school communities (walking, bike, bus, or car). 1 2 3 4

8. Understanding and school staff support for a community school program. 1 2 3 4

9. Neighborhood support for community school program. 1 2 3 4

10. Appropriateness of school grounds (parking, playground, lighting). 1 2 3 4

11. Administrative support for community school program. 1 2 3 4

12. Comments on back side of this page.

13. Please attach a floor plan and grounds plan - marking potential learning stations if you would like your site considered.

RETURN TO COMMUNITY EDUCATION CENTRAL OFFICE

COMMUNITY EDUCATION TERMINOLOGY

January 1979

1. Community Education is a concept that enhances the idea that the community be involved in identifying the needs (including educational) and resources for all age groups. The local education agency (LEA) serves as a catalyst to bring resources to bear on community problems in an effort to improve community living.

2. Community Education Project is coordinated by a school district or public community or junior college to identify all of the expressed needs of its community members under the community education concept.

   Minimum elements for the implementation of the project are as follows: (1) passing formal resolutions endorsing the concept, (2) organizing a representative advisory council, (3) organizing a public and agency informational and awareness system, (4) providing inservice programs on community education for all K-12 staffs, (5) implementing a door-to-door random sample community or neighborhood needs assessment, (6) writing goals, objectives, and timetables, and (7) programming and evaluating to meet the needs of all community residents.

   The project can include the leadership and coordination of campus community school programs after steps one (1) through six (6) have been completed.

3. Community School Programs contain the following components: (1) Process management: involvement of residents in decision making through the organization of councils, surveying the needs (including educational) of the community, and (2) Program development: such as facilitating vocational, academic, and avocational, recreational, cultural programs, social services, and community developmental projects for pre-schoolers through older adults.

4. District Community Education Coordinator means an administrator integrated into the central administrative structure accountable to the chief administrative officer of the LEA. The coordinator serves as the administrator of the project, including the campus community school directors. In LEAs with an Average Daily Attendance (ADA) of 5,000 or fewer regular school pupils, the coordinator can perform the function of the campus community school director.

5. Campus Community School Director means an administrator of the LEA at the campus level integrated into the staff of the service area. The director helps to organize, coordinate, and develop exemplary and creative community school programs and mobilize resources of the community to solve local educational and community problems.

6. Full-Time Community Education Coordinator or Campus Community School Director means an administrator who devotes 100% of his/her time to community education (averaging 40 hours per week) and without teaching or other responsibilities.

7. Half-Time Community Education Coordinator or Campus Community School Director means an administrator with no more than half-time (50%) teaching or other duties per school day and assigned community education responsibilities at least 20 hours per week or 50 percent of the time, whichever is greater.

8. District Community Education (Advisory) Council means a representative section of the total LEA area or community composed of service and business groups, agencies, school and city officials and personnel, students, citizens, and representatives from neighborhood community (advisory) councils. It cannot be a committee existing for another purpose (Title I, vocational, etc.) This council should be utilized at the beginning to plan the implementation steps of the project, conduct a needs assessment, and publicly promote the concept of community education. Once this has been accomplished, the council should continually identify community and educational wants, needs, problems, and resources for all ages.

9. Neighborhood Campus Community School (Advisory) Council means a group representative of a school attendance area or neighborhood made up of all socio-economic levels, school students and personnel, business, labor, and others for the purpose of advising the principal and community school director on community school needs (including educational), programming, and citizen involvement.

10. Door-to-Door Random Sample Survey means a study which provides an extensive analysis of not only educational needs but other community needs within a given locality using adult volunteers as interviewers. At the same time, the needs of youth should be surveyed that attend the school to be served.

11. Evaluation means the process of determining the value or effectiveness of a project for the purpose of making decisions.

    a. Evaluation plan means an outline of procedures to be taken to evaluate a project.

    b. Process evaluation means a method to determine whether the project was implemented as planned, documents reasons why objectives were or were not achieved, and provides a basis for adjusting project operations in order to achieve objectives.

    c. Project evaluation means a method of identifying the outcomes or results of the project. They may be in terms of quality or quantity, or both.

Texas Education Agency
Division of Adult Programs
201 East 11th Street
Austin, Texas 78701

RESOLUTIONS

SAMPLE
SCHOOL AND CITY JOINT RESOLUTION

WHEREAS, there is a rising public insistence that all levels of government become more responsible to citizen needs and desires; and

WHEREAS, there is a limited amount of tax monies and other human and physical resources available to meet public demands for facilities, programs and services; and

WHEREAS, full utilization of existing public facilities, programs and services is a desirable community goal; and

WHEREAS, the energy crisis and other related developments point up an increasing need for all governmental units and related public service organizations to mobilize their respective resources for the common purpose of improving the quality of community life; and

WHEREAS, Revised Statutes, Section __________ through Section ______________, recognize and authorize local governments, including school districts, to make formal agreements for joint planning and performance of functions; and

WHEREAS, ________________ School District has facilities, equipment and staff organized for the purpose of providing education opportunities for children and youth, and at its discretion, certain other educational, recreational, cultural, social and service involvements for all district patrons; and

WHEREAS, the City of _______________ provides facilities, staff, and certain recreational and service programs for the citizens within its geographic boundaries; and

WHEREAS, a multitude of other related public and private community organizations provide programs and services for community betterment; and

WHEREAS, no single, cohesive strategy for the development and utilization of all these relevant community resources has yet been established; and

WHEREAS, there are great potential social and economic benefits to be derived from further cooperation in facility and program development for the benefit of all citizens through the comprehensive Community School programs at the local neighborhood level.

THEREFORE BE IT RESOLVED that the undersigned endorse, support, and agree fully to participate in the joint planning, development, and operation of Community School programs within their respective service areas.

Approved this __________ day of ________________, 19 .

____
____________________________, Mayor
City of ____________________

____
Chairperson, Board of Trustees
____________________ School District

SAMPLE

Joint Resolution
of
Austin Independent School District
City of Austin, Texas

Whereas: the Austin Independent School District and the City of Austin, Texas, have heretofore agreed and established the community school program involving usage of, but not limited to, neighborhood school facilities and City of Austin facilities for educational programs and services of neighborhood residents of all ages; and

Whereas: the community school program has been successfully established starting in 1975 and has received national recognition as well as widespread citizen support in those portions of the community in which the program has been initiated to the extent that 13,000 persons are now enrolled and 66,000 are participating in community education activities; and

Whereas: it is in the overall interest of the community and the two governmental entities involved to establish and define fiscal funding responsibilities, coordinating procedures, long-range expansion planning, and planned program development between the two jurisdictions for the awareness of all interested citizens as well as the respective staff employees, and to be further utilized in budget preparation; and

Whereas: a mutually accepted policy is desirable to assure continuity and permanency of the project:

Now therefore be it jointly resolved by the Board of Trustees of the AISD and the City Council of the City of Austin as follows:

1) That the Austin Independent School District Board of Trustees and the Austin City Council has established a Community Education Consortium that acts as a policy advisor to both governing bodies in matters concerning community education. The consortium membership will consist of representatives from the following:

a) one-half of the membership to include one member each of the City Council and the School Board of Trustees and one representative elected by each Community Education Advisory Council; and

b) one-half of the membership to include community organizational representatives that are appointed on a biennial basis by the Austin City Council and Austin Independent School District Board of Trustees with overlapping membership terms. When the one-half appointment membership number is odd, the number shall be raised by one, to allow for an equal number of appointments by both governing bodies; and said organizational representatives shall be nominated by the consortium with consideration of ethnic, sex and geographical balance factors.

c) Four ex officio members will be appointed to represent the school district staff and the city staff, two of which will be appointed by the superintendent and two by the city manager.

The functions of the consortium are as follows:

The Community Education Consortium serves as the official body for recommendations regarding community education general policies, plans, programs, and procedures to the Austin Independent School District Board of Trustees, the Austin City Council, the Superintendent of Schools, the City Manager, and the Community Education Project Coordinator. The Community Education Consortium will:

1. Provide a formal linkage between community school programs at the local level and those entities which contribute to their financial support.

2. Annually review and evaluate the implementation of community education goals, policies, agreements, and contracts mutually established by the Austin Independent School District Board of Trustees and the Austin City Council.

3. Review and comment on the proposed community education operating budget prior to its submission to the AISD Board of Trustees and the Austin City Council.

4. Review and approve, prior to submission, all other applications or requests for community education funding.

5. Serve as the official body for review and recommendations concerning the establishment, expansion, or curtailment of community education centers.

6. Review the annual community education operating plan.

7. Review long-range plans for the development of the community school program, and encourage joint construction efforts by both jurisdictions.

8. Annually review and evaluate the progress of the community school program.

9. Assist in developing the coordination of and cooperation between existing community resources.

10. Serve as a clearinghouse for information regarding community school programs at the center level and for related community service programs and agencies.

2) That a coordinating committee be established to coordinate the operation of the community school program in that it will act to review and recommend to the Community Education Consortium all policies enacted by the

AISD Board of Trustees and the Austin City Council in an effort to maintain efficient and effective management of the community school program. This committee will consist of one school district representative appointed by the Superintendent, one city representative appointed by the City Manager and the Consortium President or his/her representative, who will function as chairperson or convenor. The coordinating committee will be advisory to the project coordinator in the administration of community education. This committee will be responsible for:

a) Reviewing community school programs and major changes in existing programs; and

b) Reviewing and recommending all proposals for new staffing levels and changes in current community education staffing levels; and

c) Reviewing all new funding plans and proposals for changes in current funding levels for the operation of the community school program with transmittal to the consortium for its recommendation prior to submission to the governing bodies; and

d) Reviewing all long-range planning and expansion documents subject to approval by the Community Education Consortium; and then by AISD Board of Trustees and the Austin City Council; and

e) Reviewing and evaluating the progress of the existing community school program with the consortium.

3) That the actual level of yearly appropriations shall each year be determined by the Board of Trustees and the City Council with no prior commitment as to funding levels by either jurisdiction.

4) That the total costs, including central administration and neighborhood community school costs, shall be funded fifty percent (50%) by the City of Austin with the method and frequency of payments as specified in the intergovernmental agreement. The school district is responsible for the financial administration and record keeping of these expenses. The City of Austin and the Austin Independent School District each, when hosting a community school campus, will provide existing facilities and equipment at no depreciation or rental cost other than those specified in the intergovernmental agreement as reasonable amounts for abnormal wear and tear and accelerated equipment replacement whether city or school district property.

5) "In-kind-services" furnished either by the school district in its payment of central administrative expenses, or by the City of Austin in its occasional furnishing of staff coordination of course instructors shall not be eligible for credit against the 50 percent cash contribution of either jurisdiction.

6) That special activity and course fees charged to participants shall be utilized for the benefit of neighborhood participants throughout the community

to offset special programs, equipment, supplies, awards, community-wide scholarships, and instructor expenses. Such fee revenues shall not be utilized to offset the 50 percent participation of either the school district or the City of Austin.

7) That the school district and City of Austin are encouraged to seek additional "external" funding such as state or federal grants that shall be utilized to support special activities, programs, or studies, and shall not be credited to the benefit of either jurisdiction. Acceptance of "external" funding shall be presented to the coordinating committee and consortium for review subject to approval by the AISD Board of Trustees and the Austin City Council.

8) That the Community Education Consortium will submit a three-year expansion plan report for the AISD Superintendent and the Austin City Manager by March 1 of each year. Revisions of the expansion plan will be made on an annual basis.

9) That all publicity surrounding the project shall give credit to both the City of Austin and the school district for funding the project and shall recognize the project as a joint operation.

10) That the City of Austin and the Austin Independent School District responsibilities are generally defined and that joint cooperation is encouraged and expected at all levels of the project in the overall interest of the general public.

11) That the school district shall administer community education.

12) That this policy shall remain in effect from year to year unless revised by the Board of Trustees or the City Council.

Adopted in a joint meeting of the Board of Trustees of the Austin Independent School District and the City Council of the City of Austin, Texas, on ____________ day of ______________________, 1979.

______________________________ President, AISD Board of Trustees	______________________________ Mayor, City of Austin
______________________________ AISD Board Secretary	______________________________ City of Austin Clerk

COMMUNITY SCHOOL PROGRAM
SAMPLE RESOLUTION

Whereas the community school program represents a major local investment of local funds in facilities, land, equipment, and a public services system, and;

Whereas there is a diverse and critical need for community services, adult education, vocational education, continuing education and training, special needs education, recreation, health services, and other social services, provided at the neighborhood level for citizens of all ages, and;

Whereas public school systems are in a unique position to both provide many of these services directly and assist other local governmental systems and public and private agencies in the delivery of such services, and;

Whereas urbanization and increased mobility of our society has weakened the sense of identity with established community services system, and;

Whereas the State Board of Education pointed out that the Community Education Concept can be a positive and effective approach to achieving coordinated delivery of the range of public services at the neighborhood level and that local public education agencies can and should provide leadership in implementing the community school or "full service school" concept;

Be it hereby resolved that Board of Trustees hereby joins with the Texas State Board of Education in this reaffirmation of faith in the ability of public education in Texas to relate to and serve all citizens and urges all staff to incorporate this approach to community service into their philosophical orientation toward their duties.

Approved this __________ day of ________________________, 19__

____

Signature of Chief Administrative Officer

____

Signature of Board of Trustees President

SAMPLE

AUSTIN ASSOCIATION OF TEACHERS COMMUNITY EDUCATION RESOLUTION

WHEREAS, there is a rising public insistence that all levels of government become more responsible to citizen needs and desires; and

WHEREAS, there is a limited amount of tax monies and other human and physical resources available to meet public demands for facilities, programs, and services; and

WHEREAS, full utilization of existing public facilities, programs, and services is a desirable community goal; and

WHEREAS, a multitude of other related public and private community organizations provide programs and services for community betterment; and

WHEREAS, Community Education is a cohesive strategy for the development and use of relevant community resources to meet the needs of the child, his family, and his neighborhood.

WHEREAS, Community Education is fully supported by the Austin Independent School District and the City of Austin.

THEREFORE BE IT RESOLVED that the Austin Association of Teachers supports the implementation of Community Education by:

(1) encouraging student and parent participation in community education
(2) cooperating in maximization of facility use and
(3) appointment of a member to the Austin Community Education Council and local Campus Community Councils

President, Austin Association of Teachers　　　　Date

Texas Association of School Boards Resolution of Support for Community Education

October 5, 1974

WHEREAS, the community school system represents a major local investment of local funds in facilities, land, equipment, and a public services system; and,

WHEREAS, there is a diverse and critical need for community services, adult education, continuing education and training, special needs education, recreation, health services, and other social services provided at the neighborhood level for citizens of all ages; and,

WHEREAS, public school systems are in a unique position to provide many of these services directly and assist other local governmental systems and public and private agents in the delivery of such services; and,

WHEREAS, the urbanization and increased mobility of our society has weakened the sense of identity with established community service systems; and,

WHEREAS, the State Board of Education pointed out that the Community Education Concept can be a positive and effective approach to achieving coordinated delivery of the range of public services at the neighborhood level and that local public education agencies can and should provide leadership in implementing the community school or "full service school" concept;

THEREFORE BE IT RESOLVED, that the Texas Association of School Boards hereby join with the Texas State Board of Education in this reaffirmation of faith in the ability of public education in Texas to relate to and serve all citizens and urge all local boards and administrators to adopt this concept and implement it to the extent appropriate for the communities they serve.

FUNDING AND BUDGETING

State Funding for Community Education
Passed by the Sixty-Sixth Legislature
May 1979

Subject:

Community Education Services

Background/Rationale:

The State Board of Education Position Statement on the Community School Concept, dated April 8, 1972, states in part, "While, of design and by necessity, the system (local public education systems) and facilities have been designed to provide education for children and youth, the facilities are owned by the communities, are conveniently located in the neighborhood, and have enjoyed utility in social, recreational, governmental, citizenship, welfare, disaster, and other activities." The statement speaks to both the lack of community actualization and underutilization of school facilities and challenges "administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, recreational services and activities appropriate to the needs of the community and the resources of our society."

The 64th Texas Legislature, in passing Senate Bill 366, May 1975, [Texas Education Code, Section 11.18(e)], concurred in the need for testing this hypothesis by authorizing the expenditure of state appropriations for adult education for pilot community school programs. They defined community education as "... the concept which involves the people of the community in a program designed to fulfill their educational needs, while promoting more effective use of public education facilities and other public facilities for the purpose of providing recreational, cultural, and other related community services."

In response to the legislative authority for pilot projects, an average of 57 pilot and 20 non-pilot projects per year were identified and operational during a four-year period. Also during a three-year period, based on annual reports, an average of approximately 100,000 people per year were involved in a variety of community education activities.

A study entitled "Community Education in Texas: A Status Report," conducted during fiscal year 1978, reinforced previous positions on the merit of the community school concept and indicated that the current state plan provides a proper framework for supporting the concept. The indications of high levels of support statewide, as well as the firm indication of positive results, justified continuing the support of new pilot sites each year and legislation for state sharing in the cost of continuing a successful effort.

Legislation Authorized:

The new legislation passed by the 66th Legislature (Senate Bill 350) would allow for public school districts that have established a high level of community involvement and community school programming, services, and activities, in any one year, to qualify for state reimbursement of a portion of a supervisory unit in the succeeding year. Emphasis would continue to be on mobilizing local support for the actual program services and activities, with state sharing only in the planning, coordination, and supervision of project implementation and activities. The expenditure level is based on the number of campuses estimated to qualify and apply during each year of the biennium.

Community Education Services (Section 11.201)

A. Any school district of this state classified common, independent school district, or rural high school district whose governing board elects to provide community education for all age groups may, upon application and pursuant to regulations prescribed by the Central Education Agency, be reimbursed for supervisory costs from state funds to the extent herein authorized. Only those districts will be eligible which have, in the previous or current year, achieved a level of community education services prescribed by the Central Education Agency. The regulations shall contain specific provisions for eligibility and program operation.

B. The cost to the state shall be paid from the foundation school fund, and this cost shall be considered by the Foundation School Fund Budget Committee in estimating the funds needed for foundation school program purposes.

C. For purposes of this section, community education services are defined in accordance with the definition contained in Section 11.18(a)(3) of this code.

D. Expenditures under this section shall not exceed $1,505,000 annually.

Comments

Provides $1,505,000 annually from foundation school funds for community education services.

Only those districts that have achieved a level of community education services prescribed by the Central Education Agency in the previous or current year will be eligible for these funds.

****

Also the 66th Legislature amended Section 11.18(e) of the Texas Education Code which allows use of adult education funds for pilot project development. These funds can be used to begin development of community education while the new legislation (Community Education Services - Section 11.201) allows for use of foundation school funds for eligible continuation projects. The amendment is as follows:

Adult Education (Section 11.18(e) of the Texas Education Code)

(e) Funds shall be appropriated to implement statewide adult basic education, adult bilingual education, high school equivalency, and high school credit programs to eliminate illiteracy in Texas and to implement and support a statewide program to meet the total range of adult needs for adult education, related skill training, and pilot programs to demonstrate the effectiveness of the community education concept. An additional sum of money may be appropriated for the purpose of skill training in direct support of industrial expansion and start-up, in those locations, industries, and occupations designated by the Texas Industrial Commission, when such training is also in support of the basic purpose of this section.

Comments

The amendment eliminates the five percent limitation on funding for pilot projects as a portion of all funds for adult education but still authorizes the use of funds for piloting the concept in school districts.

Community Education
Funding Guide
February 1979

A) Local Government and Private Funding Sources
  1) General school system budget
  2) Cosponsoring agencies
    a) Community colleges
    b) Park and recreation departments
    c) County governments
    d) City or municipal governments
  3) Special local tax levies
  4) Community services budget
  5) United Fund
  6) Civic organizations (scholarships, equipment, etc.)

B) State Government Support
  1) Statewide financed community education legislation
  2) State demonstration assistance grant (Title IV-C, ESEA)
  3) Other state special funding options (See section E. Other Sources)
  4) Governor's Committee on Aging
  5) State Adult Education Act

C) Federal Governments Sources*
  1) Community Schools and Comprehensive Community Education Act of 1978
  2) Adult Basic Education Act
  3) General Education Development Programs
  4) Adult and Continuing Education Act
  5) Older American Act
  6) Day or Child-Care Program
  7) Elementary and Secondary Education Act
  8) Teacher Corps
  9) Comprehensive Employment and Training Act
  10) Emergency School Assistance Act
  11) Community Development Act
  12) Revenue Sharing Act
  13) Juvenile Delinquency Prevention and State School Act
  14) Social Security Act Title XX
  15) National Endowment for the Arts
  16) Continuing Education and numerous other potential federal sources to augment efforts for comprehensive community education development in local communities

* For additional sources of federal funding see Office of Community Education Research, University of Michigan, Catalog of Federal Programs Related to Community Education, Developed Pursuant to Contract No. 00760505, Washington, D.C., U.S. Office of Education, 1977; or Community Education Funding Guide, Michael Ciavarella, Commonwealth Center for Community Education, Shippensburg State College, Shippensburg, Pennsylvania 17257.

Texas Education Agency
Division of Adult Programs
201 East 11th Street
Austin, Texas 78701

D) Fees and Charges
   1) Tuition for classes
   2) Service fees for special projects
   3) Sale of materials
   4) Rental fee for use of facility by profit-making groups and organizations

E) Other Sources

1) National Gallery of Art Extension Service. This program provides lectures, filmstrips, and motion pictures to schools, colleges, and libraries. The school district must pay the shipping costs, but there is no other charge for borrowing these materials.

(Write the Extension Service, National Gallery of Art, Washington, D.C. 20565 or telephone (202) 737-4215, Extension 292 or 251.)

2) Smithsonian Institution Traveling Exhibition Service. The Smithsonian makes a broad range of exhibitions available to educational organizations and institutions. These include both 3D and flat exhibition materials. The borrower may not charge for admission and must "satisfy requirements of appropriate space, lighting, heating, air conditioning, police and fire protection, and handling of exhibitions to qualify as a borrower...."

(Write the Director, Smithsonian Traveling Exhibition Service, Office of Museum Programs, Smithsonian Institution, Washington, D.C. 20560.)

3) Educational Services--Elementary and Secondary Education. The Smithsonian Institution makes public exhibits and other Smithsonian facilities available as supplementary resources in elementary and secondary education. For example, the Smithsonian may conduct teacher and pupil workshops, furnish information by mail, conduct guided tours of the museums, and work with teachers to improve the quality of instruction, and help institute new teaching methods.

(Write the Education Program Coordinator, Office of Elementary and Secondary Education, Smithsonian Institution, Washington, D.C. 20560.)

4) Youth Challenge Program. P.L. 93-113 provides project grants "to support volunteer service delivery models...that will give youth in the 14-21 age category opportunities to serve poverty communities. It is intended that these opportunities provide the student volunteers with part-time experiences that relate to their classroom, vocational, or personal development needs." Persons assisted by these volunteers must be poor, disabled, mentally ill, or severely handicapped.

(Write the Deputy Director, VISTA/ACTION Education Programs, Domestic and Anti-Poverty Operations, ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.)

5) National Student Volunteer Program. Title I of the Domestic Volunteer Service Act of 1973 (P.L. 93-113) provides assistance to secondary and post-secondary schools "to begin new, and improve existing local student service-learning programs that provide services to the poverty community."

Colleges or high schools wishing either to create or to improve a student volunteer program may apply for free technical assistance materials and consultation services. No direct funds are available under this program.

(Contact the National Student Volunteer Program, Action Education Programs, ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.)

6) Ethnic Heritage Studies Program. Title IX of the Elementary and Secondary Education Act, as amended by P.L. 92-318 and P.L. 93-380, provides project grants to help students learn more about their own cultural heritage and study the contributions made to the nation by other ethnic groups.

(Contact the Ethnic Studies Branch, OE, 400 Maryland Avenue, S.W., Washington, D.C. 20202.)

7) a. Day Care Services for Children of Vocational Education Students - Department of Occupational Education and Technology, Texas Education Agency.

b. Vocational Education Support Services for Women in Nontraditional Job Preparation Programs

c. Vocational Education Programs for Displaced Homemakers and Other Special Groups

Information Needed Requesting or Pertaining to Applications--
Secondary school personnel should contact:

Jean D. Barton, Consultant
Homemaking Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3818

Post-Secondary personnel should contact:

Carroll B. Parker, Chief Consultant
Post-Secondary Programs
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3589

8) Adult Vocational Education Class Program - Department of Occupational Education and Technology, Texas Education Agency.

For more information on specific adult vocational education classes contact the following at the Texas Education Agency:

a. James R. Keeton, Program Director
Health Occupations Education
Telephone: (512) 475-4796

b. Robert S. Patterson, Program Director
Industrial Education
Telephone: (512) 475-4591

c. Robert K. Gordon, Program Director
Office Education
Telephone: (512) 475-2910

9) National Alternative Schools Program (NASP)
c/o School of Education
University of Massachusetts
Amherst, Massachusetts 01003

10) Institute for Responsive Education (IRE)
704 Commonwealth Avenue
Boston, Massachusetts 02215

11) Youth Work-Study Program in Vocational Education. The Work-Study Program is designed to provide part-time or full-time employment for youth in order to begin or continue vocational training.

(For more information and additional applications, contact Walter Douglas, consultant, Department of Occupational Education and Technology, telephone: (512) 475-4641.)

12) YEDPA Funds. The Youth Employment and Demonstration Projects Act provides funds for four kinds of youth programs.

(To find out whether a program or idea is eligible for funding, contact your CETA Prime Sponsor or city Manpower Office. They can provide technical information about how to write proposals, including information packets and workshops.)

13) Alternative Schools Projects for Juvenile Offenders.

For more information, contact Criminal Justice Planners located in Regional Councils of Governments throughout Texas to inquire about FY 1980 and 1981 eligibility and application procedures through county governments.

14) NEH Youth Projects. The National Endowment for the Arts and Humanities is promoting this new grant program to encourage new and challenging learning experiences in the humanities for youth.

(For more information, contact the National Endowment for the Arts and Humanities, Washington, D.C. 20506; telephone: (202) 382-6017.)

15) Inexpensive Book Distribution Program - Reading Is Fundamental, Inc. (RIF). This program has been recently promoted on national television.

Reading is Fundamental, Inc. (RIF), is a national, nonprofit organization designed to motivate children to read by giving them the opportunity to choose and own inexpensive books. Since its beginning 10 years ago, RIF has distributed over 6,000,000 books to 2,000,000 children all over the United States. Children at all economic levels, in urban as well as rural areas, have benefited from RIF.

(For further information contact: Ms. Joyce Chabot, Deputy Director for Field Services, L'Enfant 2500, Smithsonian Institution, Washington, D.C. 20560; telephone: (202) 381-6117.)

SUMMARY OF BUDGETING AND ACCOUNTING SYSTEM
USED BY
WEATHERFORD COMMUNITY EDUCATION

Budget

To provide a frame of reference, keep in mind that W.I.S.D. has a student population of 4,100. Community Education is an administrative unit of the school system and uses the school business office as its fiscal agent. Budgeting for Community Education must therefore fit into the overall school budgeting system.

Since Community Education is a different type of operation than "normal" school functions, a slightly different procedure is used for budgeting. We have found it helpful to break expenditures into three categories and to match funding sources to each. (See Exhibit A.) The three categories used are:

Program Management.....	Central office costs that are necessary to administer the Community Education office.
Indirect Program.......	Expenses that cannot specifically be related to a given program, but that are program-related.
Direct Program.........	Expenses that can be related directly to a given program.

After the Community Education budget is complete, it is then transferred to the proper business office forms to conform to the business office's requirements. (See Exhibits B and C.) We keep a set of notes to show exactly how each budget figure was projected.

Accounting

Even though the business office maintains the official ledger, we also have a ledger and various other records to keep an accurate account of our fiscal affairs. The following sections describe the principal components of that system.

I. Auditable Registration System

The class registration lists which we use (Exhibit D) are auditable financial records and as such must be accurately kept. Preregistration is required for all programs so that all transactions can take place directly through the Community Education office. No phone registrations are accepted since no money has been received, a necessary prerequisite for getting your name on this financial record. (Besides, you never know if the person will show up or not.) Debits, generally refunds, are recorded as well as credits.

Tuition payments are recorded in a consecutively numbered receipt book (Exhibit E), with the receipt number recorded on the enrollment form (Exhibit F), the class registration list, and the check. Consecutively numbered vouchers (Exhibit G) are used to verify refunds with the voucher number placed on the class registration list.

Each class registration list is treated as an account and is closed out periodically. All of the active "accounts" are totalled and checked against the cash box and the receipt book. After these three records are balanced, the revenue is turned in to the school business office and a new cycle begins.

II. General Fund Expenditures

All expenditures over $10.00 are handled by either purchase requisition or check request through the school business office. Instructors are generally paid as a contracted service by turning in a check request accompanied by an invoice (Exhibit H.) A control sheet (Exhibit I) is maintained in the Community Education office that allows us to keep track of the status of each expenditure. Consecutive numbers are assigned to each requisition or check request to provide us with instant information about whether or not a bill has been paid.

III. Petty Cash

Our office maintains a separate cash box that is used strictly for purchases under $10.00 that are needed on short notice. When purchases are made, a signed ticket is placed in the petty cash box to justify the money which has been removed. The petty cash fund is authorized at $150.00, and a total of $150.00 in cash and/or signed tickets must be in the box at all times. At the end of each month the cash tickets are stapled to a check request and a Petty Cash Report (See Exhibit J) to bring the amount of money in the petty cash box back up to $150.00. The business office then writes out a check to "Community Education Petty Cash" which we cash at the bank to replenish the cash box.

IV. Miscellaneous Records

1. Instructor Interview forms, Exhibit K
   This form is completed in conference with the instructor of a class or activity. Each class is set up to at least break even. The fee is established by dividing the minimum enrollment into the total direct expenses for the class. Any "profit" made on a class is used to pay indirect and administrative costs.

2. Instructor Contracts, Exhibit K
   This form is used principally to insure that the instructor understands what he/she is to be paid for services rendered. The best surprise is no surprise.

3. Program Financial Reports, Exhibit L
   This form provides an approximation of how we came out on a given activity. It is especially useful in projecting budgets for the next year.

4. Other Miscellaneous Summaries, Exhibits M,N,O.

EXHIBIT A

COMMUNITY EDUCATION

1978-79 Fiscal Plan

PROGRAM MANAGEMENT..$29,705

EXPENSES		REVENUE	
Director Payroll	$19,269	W.I.S.D.	$29,705
Secretary Payroll	$ 8,522		
Travel	$ 1,300		
Telephone	$ 330		
Office Supplies	$ 243		
Typewriter Contract	$ 41		
Subtotal	$29,705		

INDIRECT PROGRAM EXPENSES..$21,940

H.S. Bldg. Dir., Payroll (60% C.E. duties)	$ 6,071	TEA Grant	$ 4,000
		United Way	$ 2,071
		Subtotal	$ 6,071
Rec. Director, Payroll	$ 9,767	City of Weatherford	$ 9,767
Program Related Supplies	$ 1,557	United Way	$ 1,379
Bldg. Use & Utilities	$ 1,320	City of Weatherford	$ 2,000
Catalogs & Publicity	$ 3,225	Banks & Businesses	$ 1,623
Subtotal	$ 6,102	Tuition & Fees	$ 1,100
		Subtotal	$ 6,102

DIRECT PROGRAM EXPENSES..$37,151

Comm. School Payroll	$14,056	Tuition & Fees	$17,306
Supplies	$ 6,250	TEA, Adult Voc.	$ 2,800
Subtotal	$20,306	Civic Club Schol	$ 200
		Subtotal	$20,306
Summer Rec. Payroll	$ 6,030	Tuition & Fees	$ 5,630
Supplies	$ 660	United Way	$ 1,300
Bus Use	$ 240	Subtotal	$ 6,930
Subtotal	$ 6,930		
Intramural Supplies	$ 250	United Way	$ 250
Misc. Rec. Payroll	$ 3,100	Tuition & Fees	$ 9,665
Supplies	$ 6,525		
Bus Use	$ 40		
Subtotal	$ 9,665		

GRAND TOTAL............$88,796

EXHIBIT B

Community Education 1978-79

319	Function 81- Expenditures		Official Budget
6100	Payroll Costs		
	6111 Salaries	9E	25290 00
	6113 Clerical + Ancillary	9E	17064 00
	6121 Overtime	9E	144 00
	6141 Social Security	9E	1041 00
	6143 Workmens Compensation	9E	90 00
	Total 6100		43629 00
6200	PURCHASED + CONTRACTED SERVICES		
	6260 Maintenance + Repair	9E	41 00
	6272 Telephone	9E	330 00
	6273 Electricity	9E	1320 00
	6296 Community School Instructors	9E	14056 00
	6296 Recreation Instructors	9E	9130 00
	Total 6200		24877 00
6300	Supplies + Materials		
	6391 General Supplies	9E	18710 00
	Total 6300		18710 00
6400	Other Operating Expenses		
	6411 Travel - Director	9E	1300 00
	6412 Bus Use	9E	280 00
			1580 00
	TOTAL EXPENDITURES		88796 00

EXHIBIT C

Revenue - Community Education 1978-79

319	Revenue	Official Budget
5700	Revenue From Local + Int. Sources	
	5739 Tuition	33701 00
	5765 Gifts and Bequests	18590 00
5800	Revenue From State	
	5883 Adult Basic Education	4000 00
	5883 Adult Vocational Educ.	2800 00
	TOTAL REVENUE	59091 00
	TRANSFER from General Operating	29705 00
	TOTAL Funds Available	88796 00

EXHIBIT F

PRINT NAME PREFERENCE Phone 599 8051

Mr./Mrs./Miss Steve T. Gray
First M.I. Last

109 So Hill Weatherford 76086
Address City Zip

I WISH TO ENROLL IN THE FOLLOWING COURSE:

Shorthand I 6:30-8
Title Time

(Unless notified you are officially enrolled)

Total Fee ______ (Amount) Paid By: Check ☐ Cash ☑ M.O. ☐

LIABILITY RELEASE: I hereby release the Weatherford I.S.D. from all responsibility in case of an accident.

Elizabeth White 2/6/79
Signature Date

IF CLASS IS FILLED WHEN THIS REGISTRATION IS RECEIVED, PLEASE (check one)

☑ Enroll me in another section of the same class if one is listed

OR

☐ Return my check and add my name to the waiting list.

10002

COMMUNITY EDUCATION
119 N. DENTON ROAD PHONE: 594-7458
WEATHERFORD, TEXAS 76086

№ 010165

DATE 2-13 1979

RECEIVED FROM Steve T. Gray

THE SUM OF Thirteen and 50/100 DOLLARS $ 13.50

FOR Shorthand I

AMOUNT OF ACCOUNT $____

AMOUNT PAID . . . . $____

BALANCE DUE . . . $____

☐ CASH ☑ CHECK ☐ M.O.

Thank You!

BY R.J.

COURSE Shorthand I DATE BEGINS 2-12

INSTRUCTOR Hendrix DAY Tue/Thurs TIME 6:30-8:00 PM

PHONE -0072 MIN. 8 MAX. 20 3 HRS. 10 WEEKS

TUITION $13.50 MAT. FEE $ — CAMPUS AHS ROOM ____

Student Name	Amt. Req. Recv'd.	Date Tuition Paid	Cash	Check	Date of Transfer/ Withdrawal
1. ~~Bonnie Peyton~~	<2.50> $13.50	9378		✓	✓ to 2-29 Trans. to Typing I
2. Shirley Peoples	$13.50	9378		✓	
3. Karen Coates	$13.50	9657		✓	
4. Karen England	$13.50	9806		✓	
5. Kathy Hays	$13.50	9901		✓	
6. Jo Nell Barry	$13.50	9940	✓		
7. Steve T. Gray	$13.50	10002	✓		
⑧ Mary C. Harrison	$5.50	10113 Trans.			from [illegible]
9. Barbara Irons	$13.50	10133		✓	
⑩ Cheryl Irons	$13.50	10133		✓	
11. Margie Coates	$13.50	10152	✓		
12. Sandra Harvey	$13.50	10152	✓		
13. Mrs. Carol A. Floyd	$13.50	10187		✓	
14.	$				165.00
15.	$				
16.	$				
17.	$				
18.	$				
19.	$				
20.	$				
21.	$				
22.	$				
23.	$				
24.	$				
25.	$				

EXHIBIT D

Instructor Notified

EXHIBIT G

REFUND VOUCHER
Weatherford Community Education

Name *Lalanta C. Stultz* Today's Date *1-29*

Address *Rt 4 Box 125*

Course Title *Needlepoint* Beginning Date *2-15*

Total Fee Paid *17.50* No. of Class Periods Attended *-0-*

Reason for Withdrawal *Class cancelled*

FOR REFUNDS IN PERSON ONLY
I certify that the above information is correct and that I received the refund as stated below.

Signature ____________________

-OFFICE USE ONLY-

Percent Due *100%*
Refund *17.50*
Receipt No. *9265*

Method: ☐ Cash ☑ Returned Check ☐ Check Request

☐ In Person (See below)
☑ By Mail

Authorizing Signature *B. French*

EXHIBIT H

INVOICE FOR PAYMENT

(This must be signed and returned before a check request can be turned in to the Business Office.)

NAME *Dorothy Reznikoff*

ADDRESS *Rt 1 Box 65-10*
Weatherford TX 76086

Return to:
Community Education
Weatherford Independent School District
113 N. Denton St. - PO Drawer [illegible]
Weatherford, TX 76086

Sample

Total Course Hours	Contracted Service(s)	Amount Per Hour	Total Amount for Instruction
3	Instruction for Ethnic Cooking	6.00	18.00
Dates of Instruction			TOTAL DUE
Month(s)	Day(s)		
Feb	12		18.00

Dorothy Reznikoff
INSTRUCTORS SIGNATURE

2/20/79
DATE APPROVED

N. C. R. Simmons, Jr.
DIRECTORS SIGNATURE

			Item/Service	PO Issued	Ck. Rec.	Amount	Paid
2-9	CR	Brenda Reynolds	Basketball	—	10246 2-14-79	37.20	✓
2-9	CR	Sue Campbell	Basketball	—	10247 2-14-79	72.20	✓
2-9	CR	Linda Reynolds	gymnastics		10251 2-14-79	69.60	✓
2-9	CR	Denise Klein	gymnastics		10250 2-14-79	69.60	✓
2-9	CR	Bill Hightower	gymnastics		10249 2-14-79	231.00	✓
2-12	CR	[illegible]	[illegible] supplies		10248 2-14-79	93.00	✓
2-13	CR	Dorothy Reznikoff	Supplies		10326 2-16-79	18.80	✓
2-13	CR	〃	Instruction		10326 2-16-79	18.00	✓
2-14	Req.	Award Center	Supplies			[illegible]	
2-14	CR	Hattie Beck	Stained Glass		10308 2-15-79	51.54	
2-15	CR	Gymnastics Club	Membership		10330 2-19-79	100.00	✓
2-19	CR	Jesse Anguiano	Basketball			23.60	
2-19	CR	Richard Berry	Basketball			23.60	
2-19	CR	Byron Reynolds	Gym Supervision		10329 2-19-79	23.20	✓
2-19	CR	Dale Hart	Recreation Sup.			525.00	

EXHIBIT I

EXHIBIT J

PETTY CASH REPORT

COMMUNITY EDUCATION

Date February 1, 1979

Petty Cash Authorization---------------------------$150.00

Expenditures-------------$ 35.52
(Tapes attached)
Adjustment--------------- 1.00 overage

Amount to be reimbursed-----------$ 34.52

Cash on hand--------------------- 115.48

Total---$150.00

INTERVIEW WITH INSTRUCTOR

Spring 79

EXHIBIT K-2

Program Bookkeeping II
Instructor Wilson Clemens
Home Address 603 E. 4th
Home Phone -8984
Business Address
Business Phone

1. How many class periods (hours) are necessary 3 hrs./wk 8 wks.
Total hours 24

2. When does the instructor want to teach the class?

Day Tuesday Day Day
Time 7-9 p.m. Time Time

3. Class capacity: Minimum 9 Maximum 16

4. Pay rate for instructor: $ 8.00 hr.

3 hrs./wk X 8 wks. = 24 hrs. X $ 8.00 hr. = $ 192.00

miles X trips = miles @ ¢ mi. = $

Total pay for instructor $ $192.00

5. Tuition or fees: Regular 14.00 Material (Book costs $9.00)

6. Room preferred by instructor: Facility W.H.S. Room reg. classroom

7. What supplies or special facilities, etc., are needed by the instructor?

8. What is the instructor's opinion concerning the potential market?

Senior Citizens Adults Minimum Age 15
Youth Preschoolers Maximum Age

9. Please give a paragraph description of this course.

Bookkeeping II
Balance sheet, profit + loss statment, business record-keeping. Fee includes book.

EXHIBIT K-1

Form of Agreement Between
Weatherford Independent School District and Instructor In
Community School Program

Agreement: Made this 15th Day of February in the year 1979.

Between: Weatherford Independent School District and Betty Adler hereinafter to be referred to as Instructor.

The Instructor and Weatherford Independent School District agree as set forth below.

1. The Instructor agrees to provide all instruction and usual services in the following course:

   Pastels

2. The Instruction to be performed under this contract shall be commenced FEb. 15 and completed March 29 for 2½ hours/week for 6 weeks.

3. If the enrollment drops below 9 the course will be cancelled and pro rata compensation will be made to the instructor for the time expired prior to the cancellation.

4. Weatherford Independent School District shall make a final payment to the instructor of $108.00 after the contracted completion of the course, provided the contract be then fully performed, subject to the provisions of item three.

5. The Instructor may be discharged forthwith and payment for services terminated by Weatherford Independent School District for one or more of the following reasons, which shall constitute lawful cause for discharge; immorality, conviction of any felony or other crime involving moral turpitude, drunkenness, repeated failure to comply with official directives and established school policy, and physical or mental capacity preventing adequate performance of this contract.

6. The Instructor agrees to comply with School Board Policy 3090, concerning the use of facilities.

Weatherford Independent School District:
by Simmons, Jr.
Director of Community Education

Instructor:
Betty Adler

53

EXHIBIT L

PROGRAM FINANCIAL REPORT

Program Oil Painting - Day Time 9:30 am to 11:30 AM

Date Begun 9-19 No. of wks. 4 Instructor Matthews / Raef

REVENUES

Registration # 13 @ $ 14.00 = $ 182.00

______ @ $ ______ $ ______

______ @ $ ______ $ ______

Other ______ $ ______

TOTAL INCOME $ 182.00

EXPENSES

Scholarships ______ $ ______

Instructor # 20 hrs. @ $ 6.00 /hr. $ 120.00

______ hrs. @ $ ______ /hr. $ ______

Instructor ______ miles @ ______ c/mile $ ______

Awards ______ $ ______

Equipment or supplies (Itemize on back) $ ______

Publicity:

Info. sheets # 13 Xerox @ 5c/copy $ .65

Info. sheets # ______ mimeograph @ 50c/100 $ ______

Mailing # ______ @ 15c (13c stamp & 2c envelope) $ ______

Other ______ $ ______

Miscellaneous: (1) 80% Refund $ 11.20

______ $ ______

______ $ ______

TOTAL EXPENSES $ 131.85

NET [✓ PROFIT] OR LOSS $ 50.15

B. French 10-25-78
Signature Date

SOURCES OF FUNDING

	72-73	73-74	74-75	75-76	76-77	77-78	Total
W.I.S.D.	$787	$ 2,659	($2,504)	$ 6,316	$17,820	$24,200	$49,278
Title III	-0-	19,910	25,000	11,500	-0-	-0-	56,410
TEA-ABE	-0-	-0-	-0-	3,000	4,000	4,000	11,000
Tuition	6,290	9,412	14,329	18,550	25,208	28,132	101,921
City of W'ford	-0-	2,000	4,850	8,600	9,628	10,418	35,496
Gifts & Bequests	3,521	5,053	5,867	6,742	7,130	7,234	35,547
Misc. Non-local	3,000	-0-	-0-	-0-	1,243	4,201	8,444
Total	$13,598	$39,034	$47,542	$54,708	$65,029	$78,185	$298,096

EXHIBIT M

SUMMARY OF 1977-78 FUNDING SOURCES AND COMPARISON WITH OTHER SCHOOLS WITH COMMUNITY EDUCATION PROJECTS

Funding Source	Weatherford CE Budget	Percent of W'ford CE Budget	Statewide Average
Tuition and Fees	$28,132	36%	18%
Weatherford ISD	$24,200	31%	28%
City of Weatherford	$10,417	13%	10%
Private Funds: United Way $6,000 Banks... ....950 Civic Clubs 285	$ 7,235	9%	1%
Non-Local Grants: TEA-ABE.........$4,000 TEA-Adult Voc....4,201	$ 8,201	11%	43%

EXHIBIT N

EXHIBIT O

COMMUNITY SCHOOL SUMMARY

Summer 1978

TITLE	TIME	MEETINGS	ENROLLMENT	COMPLETING	% COMP.	PROFIT/LOSS
Bookkeeping I	N	12	11	6	54%	$116.23
Calligraphy	D	10	11	8	72%	22.74
CPR						
June 6	N	4	10	10	100%	-0-
July 5	N	4	10	10	100%	-0-
Aug. 19	D	1	10	10	100%	-0-
Def. Driving						
May 4,11,18	N	3	34	23	67%	118.00
June 10,17	D	2	19	19	100%	19.00
July 18,25,Aug.1	N	3	25	24	96%	44.00
Exerobics						
(2 classes)	N	6	29	24	82%	85.00
Genealogy	N	4	10	7	70%	10.00
Golf	DNM					
Guitar	N	6	25	18	72%	25.00
*Gymnastics	D	12	10	8	80%	10.00
Oil & Gas	N	4	30	25	83%	60.00
Oil Miniatures	D	6	12	9	75%	44.20
Oil Painting						
Park	DNM					
Raub, Matthews	N	6	11	6	54%	28.90
Tennis						
#1	DNM					
#2	D	12	12	8	66%	25.00
#3	D	12	9	8	88%	
#4	DNM					
#5	N	9	9	4	44%	86.00
#6	N	9	10	8	80%	
#7	N	9	12	7	58%	
#8	D	12	10	6	60%	179.00
#9	D	12	12	9	75%	
#10	D	12	10	4	40%	
#11	N	9	13	10	76%	
#12	N	9	12	9	75%	
#13	N	9	8	6	75%	
Typing	D	20	12	8	66%	137.28
Upholstery	N	8	11	9	81%	45.00
Woodshop	DNM					

* Gymnastics not included in totals

Number of Classes Made....28 of 32
Day Classes Made..........10 of 13
Night Classes Made........18 of 19
Average Profit.............$37.33

Average Enrollment...13.82
Total Profit......$1045.35
Enrollment.............387
Completing.............295
% Completing...........76%

BAY CITY
COMMUNITY EDUCATION 1977 - 1978
LOCAL BUDGET (118 Fund)

Appropriation	
$1,000.00	Secretary Salary (part time)
300 00	Audio Visual Supplies
2,000 00	General Supplies
600.00	Director Travel & Subsistence
100 00	Secretary Travel & Subsistence
$4,000.00	TOTAL APPROPRIATION FROM LOCAL BUDGET

EXTERNAL FUNDING (not local taxes)
K 12 ENRICHMENT & SUPPORTIVE PROGRAM BUDGET (398 Fund)
TITLE IV C FEDERAL GRANT

Appropriation	
$ 8,000 00	Director of Community Education Salary
12,321 00	Asst. Director of Community Education Salary
4 108 00	Secretary Salary (half time)
4,060 00	Contracted Services
5,000 00	Supplies & Materials
600 00	Asst. Director Travel & Subsistence
911.00	Indirect Cost (2.842% of total program budget, to include accounting, audit services, bonding, communication utilities)
$33,000 00	TOTAL APPROPRIATION FROM TITLE IV C GRANT
605.00	Student Fees Fall Semester 1977 (15 classes)
2,512 00	Student Fees Spring Semester 1978 (39 classes)
$36 117.00	TOTAL

EXTERNAL FUNDING (not local taxes)
COMMUNITY EDUCATION FUND (758 Fund)

$17,083.00	Total appropriation from state Adult Education funding for Adult Learning Center	
	$1,133.00	Counseling Salary (Director of Comm. Ed. salary)
	8,640.00	Teacher Salary
	3,840 00	Aide Salary
	1,150 00	General Supplies
	400.00	Audio Visual Soft Ware
	960.00	Utilities
	960.00	Custodial
4,000 00	TEA Pilot Project Grant (state) (Director of Comm. Ed. salary)	
6,876 00	Student Fees Fall Semester 1977 (24 avocational classes)	
871 00	Supervision for Fall 1977 W.C.J.C. 8 vocational classes	
25 00	Room rental from Region III for Signing-In- sign language class	
297.00	Supervision for Fall 1977 W.C.J.C. disadvantaged class	
180.00	Custodial and utilities for Fall 1977 W.C.J.C. disadvantaged class	
2,580.00	Student Fees Spring Semester 1978 (as of March 20, 1978 for 19 avocational classes)	
300 00	Building use for 6 W.C.J.C. college credit classes, fall 1977	
300.00	Building use for 6 W.C.J.C. college credit classes, spring 1978	
50.00	Building use for 1 U.H.V.C. college credit class, fall 1977	
150.00	Building use for 3 U.H.V.C. college credit classes, spring 1978	
901 50	Supervision for Spring Semester 1978 W.C.J.C. 8 vocational classes	
$33,614.00	TOTAL	

COMMUNITY EDUCATION OPERATING BUDGET 1977-1978

$ 4,000.00	Total from Local Budget (118 fund)
36,117.00	Total from K-12 Enrichment & Supportive Program
33,614.00	Total From Other Community Education Sources
$73,731.00	TOTAL COMMUNITY EDUCATION OPERATING BUDGET

TEXAS COMMUNITY EDUCATOR PROFILE
TEXAS COMMUNITY EDUCATION ASSOCIATION
SPRING 1978

Number of Projects Surveyed	District Population Range	Total Number of Directors
50	1,680 to 207,000	23

		Ethnicity		
Males	Females	Anglo	Negro	Mexican American
28	20	43	1	5

AGE RANGE

20-25 years	25-30 years	30-40 years	40-50 years	Over 50 years
0	7	22	14	6

DEGREE STATUS

None	Bachelors	Masters	Doctorate
5	10	31	3

EMPLOYMENT IN EDUCATION

Average Public School Experience Prior to Employment	Average Years Experience in Community Education	Average Cumulative Years of Public School Experience
8.5 years	3 years	10.5 years

CONTRACTUAL AGREEMENT

9 Months	10 Months	11 Months	12 Months
3	9	12	25

METHOD SALARY FUNDED

Local Budget	Local Budget & External Sources	External Sources
8	36	6

SALARY SCALE

Pay Grade	Number of Directors	* Salary Range	Number of Directors
7	6	$10,000-11,999	5
8	5	$12,000-12,999	0
9	1	$13,000-13,999	3
10	4	$14,000-14,999	1
11	2	$15,000-15,999	5
12	3	$16,000-16,999	8
13	4	$17,000-17,999	1
14	4	$18,000-18,999	2
15	1	$19,000-19,999	4
Negotiable	8	$20,000-22,000	5
Other	0	$22,000-24,000	3
		$24,000-or above	2

AVERAGE SALARY RANGE: $14,292

* Salary range listed is not paygrade equivalent.

COMMUNITY EDUCATION FUNDING AND PROGRAMS
for
Lockhart, Texas

		Total Expenditures	Local Expenditures
1.	**Senior Citizens Nutrition** Sponsor: Capital Area Human Service, Inc. Lockhart Community Education 281/meals/5 days per week/260 days Facility: Community Education Center	$ 173,440	-0-
2.	**Adult Programs** Sponsor: Texas Education Agency Lockhart Community Education 4 days per week - 8:00 a.m. - 12:00 5:00 p.m. - 10:00 p.m. Adult Learning Center academic classes Facility: Community Education Center	14,580	-0-
3.	**ESL - English as a Second Language** Sponsor: Texas Education Agency Lockhart Community Education Adult Education academic classes Tuesday - Thursday - 7:00 p.m. - 9:00 p.m. Facility: Lockhart Public Library	9,944	-0-
4.	**Caldwell County Senior Citizens Center** Sponsor: Lockhart Community Education United Fund Capital Area Planning Council Senior Citizens Center - Open Monday through Friday from 12:30 p.m. - 4:30 p.m. Facility: Community Education Center	15,750	6,600
5.	**Transportation for Elderly & Handicapped** Sponsor: Texas Department of Transportation Lockhart Community Education Mini-bus operated by Community Education for Urban Mass Transportation Administration (UMTA) 16(6) 2-5 days/week Facility: Community Education Center	17,040	2,000
6.	**Senior Citizens Social Meals** Sponsor: Lockhart Community Education United Fund Meal on Wednesdays - Dress-Up Day Meal prepared and served by high school food service class Facility: Food Service Laboratory	1,200	1,200
7.	**Information and Referral** Sponsor: Lockhart Community Education Making available information on community education No direct cost involved since existing	-0-	-0-

		Total Expenditures	Local Expenditures
8.	Regional Alcohol Probation Services Sponsor: Regional Alcohol Probation Services (RAPS) Lockhart Community Education Weekly sessions with persons serving probated alcoholic court sentences Facility: Regional Alcohol Service Building	$ 9,200	-0-
9.	Educational Services Sponsor: Texas Education Agency Lockhart Community Education Regular Adult Vocational Classes Disadvantaged Adult Vocational Classes Avocational Classes General Information Classes Programs of Information about Educational Opportunities Facility: Classrooms in Lockhart High School	19,650	3,000
10.	Recreational Services Sponsor: Lockhart Community Education City of Lockhart Summer swimming program Summer recreational program Organized activities Sports tournaments Facilities: Lockhart State Park City Parks City Swimming Pool	7,000	1,000
11.	Green Thumb Sponsor: U.S. Department of Labor Lockhart Community Education Elderly (55 years and older) 3 days per week who need employment. Employed by government agencies only. Facility: Work in following programs (buildings) Lockhart Independent School District Caldwell County Winterization Program of Caldwell County Lockhart Historical Society	18,720	-0-
12.	Rural Health Screening Program Sponsor: San Marcos - Hays County Health Department West Texas Health Service Lockhart Community Education	21,050	-0-
13.	College Program Sponsor: Austin Community College Southwest Texas State University Lockhart Community Education College classes offered Facility: Classrooms in Lockhart Independent School District	1,800	6,000

	Total Expenditures	Local Expenditures
14. Comprehensive Educational Training Program Sponsor: CETA Lockhart Community Education Training for unemployed and underemployed Facility: Community Education Center	$ 7,200	1,800
15. Community Education Center Sponsor: Lockhart Independent School District Lockhart Community Education Governor's Committee on Aging Used as a center for special services daily, 8:00 a.m. to 10:00 p.m. Facility: Community Education Center	22,829	10,680
16. Senior Citizens Housing Sponsor: FHA Caldwell County Senior Citizens, Inc. Lockhart Community Education 16 apartments for senior citizens at $100/mo. rent Facility: 16 apartments	300,000	-0-
17. Voluntary Action Center Sponsor: Voluntary Action Center (VAC) City of Lockhart Helps Community Education with service programming. Facility: VAC Center	12,000	-0-
18. Volunteers In Service To America (VISTA) Sponsor: Caldwell County Helps Community Education with a variety of programs. Facility: VAC Center	36,000	-0-
19. E.S.E.A. Title IV - Part C - Community Education Grant Sponsor: Texas Education Agency Lockhart Community Education Grant to support Community Education in Lockhart Facility: Community Education Center	15,012	-0-
20. Afterschool ACE Grant Sponsor: Texas Education Agency Lockhart Community Education Adult Education grant to sponsor afterschool youth and adult programs Facility: Community Education Center	4,480	480
21. Federal Community Education Pilot Grant Sponsor: United States Office of Education Lockhart Independent School District A pilot project for the development of the broad concept of community education Facility: Community Education Center	27,430	19,580

BUDGET DEVELOPMENT WORKSHEET

Expenditures

I. Personnel

Administration
  Coordinator (teacher base + extended contract + differential).................................... ____________
  Part-time supervisors (hourly rate x number of program weeks)............................... ____________
  Secretary (full-time--going rate)................. ____________

Fringe Benefits
  Teacher retirement (if certified)
  Social Security
  Health insurance
  Life insurance
  Workers' compensation
        Total, Personnel........................... ____________

II. Capital Outlay

New equipment (equipping office--desk, table, chairs, typewriters, etc.)........................ ____________
        Total Capital Outlay....................... ____________

III. Supplies

Office and administrative (letterheads, stamps, general office supplies).................. ____________
Publications (brochures, pamphlets, etc.)............ ____________
Instructional (equipment, contingency fund).......... ____________
Phone (separate line)................................ ____________
Utilities.. ____________
        Total, Supplies............................ ____________

IV. Maintenance

Custodial (overtime, weekends, etc.)................. ____________
Usage (extra hours use--wax, towels)................. ____________
Breakage... ____________
        Total, Maintenance......................... ____________

V. Insurance

Additional liability insurance for coordinator, teachers, supervisors, etc......................... ____________
        Total, Insurance........................... ____________

Budget Development Worksheet, Page 2

VI. Allowances

Mileage..___________
Seminars, meetings, etc.......................___________
Total, Allowances....................___________

VII. Contingency..................................___________

Total, Contingency...................___________

VIII. Program costs

Usually self-sustaining; however, an amount should be budgeted for scholarships, etc..........___________
Total, Program Costs.................___________

Total, Expenditures..................___________

Receipts

Source

I. Grants, Contract Services (cash, in-kind)

School District.............................___________
City..___________
Township....................................___________
Community Chest or United Fund..............___________
Foundations.................................___________
State aid or reimbursement..................___________
Federal Funds...............................___________
Park Board or Recreation Board..............___________
Total, Grants...................___________

II. Gifts

Service Clubs...............................___________
Church......................................___________
Business and Industry.......................___________
Individuals.................................___________
Total, Gifts...................___________

III. Fees

Registrations (decide upon course fees)......___________
Sale of materials and/or equipment..........___________
Refreshment profit..........................___________
Total, Fees....................___________

IV. Fund Raising Projects........................___________

Total, Fund Raising.............___________
Total, Receipts.................___________

PROJECTED BUDGET FORM

Program ______________________________ _____Hrs. _____Weeks

For Period ________________ to ____________ Supervisor _________

REVENUES

Registration # _____ @ $ ______ = $ ________

Discounts # _____ @ $ ______ = $ ________

Grants $ ________

Other $ ________

Subtotal $ ________

TOTAL INCOME $ ________

EXPENSES

SCHOLARSHIP RECIPIENTS (Itemize additional on back)

Name(s) ______________________ $ ________

______________________ $ ________

Total from Back $ ________

Publicity

Brochure(s) # ______ $ ________

Mailing Expense # ____ @ $____ = $ ________

Newspaper Ads $ ________

Radio Ads $ ________

Other $ ________

Subtotal $ ________

Utilities $ ________

Building Rental

Rooms: _____ @ $ _____/Hrs. = $ ________

_____ @ $ _____/Hrs. = $ ________

Miscellaneous $ ________

TOTAL EXPENSE $ ________

NET INCOME OR LOSS $ ________

COUNCILS

THE COMMUNITY COUNCIL

1. The council should represent the entire community: broad representation enables the council to be truly representative of the community it serves.

2. Wide representation usually includes involvement of:

   - agencies
   - school (principal and staff)
   - local businesspersons
   - parents, non-parents, students

3. Councils may be formed by: appointment election volunteers

4. The council should adopt its own best procedures to assure proper development of the steps of its work:

   - assess needs
   - assess priorities
   - gather information
   - involve appropriate agencies
   - take action
   - evaluate results
   - continuation of program development and process

5. The effective council uses various methods to conduct orderly and effective meetings:

   - use of subcommittees and task forces
   - implement effective group processes to share the maximum amount of information on each topic
   - setting priorities with relationship to needs and resources

6. It is advisable for a council to deal with simple issues in its early stages and more complex and multiple issues after it develops the necessary skills.

7. Councils should develop the ability to establish ongoing relationships with other agencies and the existing power structure.

8. The role of the community school coordinator with the council includes that of advisor - facilitator - consultant.

9. The council needs to determine its proper role with respect to exercise of "power," "authority," and "responsibility."

10. It is important to continually train council members in skills necessary to conduct effective and productive meetings.

11. The council is responsible for developing positive leadership in the community and involving people in the decision-making process.

12. The council should be responsible for the expansion of a community's understanding of the social forces that operate in their community.

13. Develop a system for community school communication to promote the concept of community education.

14. A knowledge of how to identify power structures in the community.
    a. knowledge of existing formal leadership
    b. knowledge of existing informal leadership
    c. knowledge of:
        (1) local school structure
        (2) local community structure
        (3) political base

INTERVIEW FORM*

NAME ____ # ______________________

HOME ADDRESS ____________________________________ PHONE ________________

BUS. ADDRESS ____________________________________ PHONE ________________

REPRESENTATIVE OF: ____

INTERVIEWED BY: _________________________________ DATE _________________

A. If you had a plan for improving __________, what five people would you go to for help -- what segment (group or part) of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

B. In your estimation, who are the five most successful (financially or influentially) people in ______? What segment of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

C. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What segment of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

D. What are the three most important local problems facing ________________?

E. What are the strengths or resources of ________________ that should be used in dealing with these community problems?

*This form can be used in identifying leaders in the community to support community education or to participate on a council.

Advisory Council Structures and Bylaws

These tips have been collected from many sources and are passed along here with the hope that the authors will be glad to share them with you without the full credit they deserve.

1. The structure of a council is necessarily influenced by its scope, nature of business and the agency it advises.
   Examples: (a) neighborhood council, (b) citywide council, (c) special-interest council, (d) short-term task force.

2. When councils are formed, educators and citizens should discuss and agree on basic issues.

   a) While school boards cannot delegate decision making authority, they can encourage councils to participate by preparation of recommendations.

   b) The need for citizen impact is one of the basic reasons for the council.

   c) Ways of sharing and distributing power must be found so that every person in this bureaucratic society can feel they make a difference.

3. Structure of a council should allow:

   a) Systematic means of two-way communication between citizens and the board.

   b) Organization of a process of (1) identifying concerns, (2) identifying solutions, (3) organizing for action, (4) carrying out the action, (5) evaluating the action, and (6) continuing the process.

   c) Continuity. A formal structure means that a change in school personnel or community leaders will not bring the community involvement to an end.

   d) Opportunities for restoring a sense of community, and encouraging meaningful participation in dealing with real problems and concerns.

   e) Leadership can only develop when opportunities are present whereby people can become involved in decisions of importance.

   f) Involvement by many will be enhanced if the council:

      (1) Is action oriented. Task forces may include non-council members to work on short-term basis to accomplish a specific task.

      (2) Serves as a coordinating nerve center for the efforts of many people and agencies.

      (3) Operates in an informal, open atmosphere, encouraging contributions, ideas and participation. It should feel free to suspend the usual order of business to deal with pressing concerns or allow anyone to voice a concern or make a suggestion.

SAMPLE
CAMPUS COMMUNITY SCHOOL COUNCIL
BYLAWS

ARTICLE I NAME

The name of this organization shall be ____________ Community School Advisory Council.

ARTICLE II GOALS

To develop an effective communication system between school and community.

To help educate and enrich the members of the community.

To develop a closer relationship and a better understanding between the parents and teachers.

To appoint subcommittees to the council to handle community needs.

ARTICLE III POLICIES

Section 1. This council shall govern its activities so as to remain a school identified organization as established by the policies of the board of education.

ARTICLE IV MEMBERSHIP

Membership of the community school advisory council consists of (1) elected officers as explained in Article V, (2) members appointed either by the president or by the group they represent to represent specific school functions, (3) school representatives, principal, community school director, teachers, etc., (4) members appointed either by the president or by the group they represent to represent specific community functions.

ARTICLE V OFFICERS AND THEIR ELECTION

Section 1. The officers of the council shall be: President, Vice-President, Secretary, Treasurer.

These officers shall be elected annually before the last regular meeting of the year (school year).

Officers shall serve for a term of one year and shall remain in office until their successors are installed. Installation shall be at the last regular meeting of the school year.

No officer shall be eligible for the same office more than two consecutive years.

Section 2. The executive board shall appoint a committee on nominations consisting of five members.

One member shall be appointed from the executive board, one from the appointed positions, one from the school representatives, and two from the organization and community representatives one of which must be a member at large.

The committee on nominations shall report one month before the election meeting. It shall name one or more candidates for each office.

At the election meeting of the council additional nominations may be made from the floor.

Consent of each candidate must be obtained before his name is placed in nomination.

Section 3. Officers shall be elected by ballot by the council.

Section 4. A vacancy occurring in any office shall be filled for the unexpired term by a person elected by a majority vote of the members of the executive board.

ARTICLE VI DUTIES OF OFFICERS

Section 1. The president shall preside at all meetings of the council and of the executive board; be an ex officio member of all committees except the committee on nominations; appoint, with the recommendation of the executive board, all special committee chairperson; and sign all orders drawn on the treasury in the absence of the treasurer.

Section 2. The vice-president shall act as an aide to the president and shall perform the duties of the president in the absence or inability of that officer to serve.

Section 3. The secretary shall keep an accurate record of all meetings of the council and of the executive board. Minutes of the preceding month at the regular council meeting shall be read by the secretary.

Section 4. The treasurer shall keep an accurate record of receipts and expenditures; pay out funds only as authorized by the council.

A statement of account, when requested, at meetings of the council and of the executive board shall be presented by the treasurer.

The treasurer shall make full report at the regular council meetings.

Section 5. All officers shall deliver to their successors all official materials at the final regular council meeting.

ARTICLE VII MEETINGS

Section 1. Regular meetings of this council shall be held as determined by the council.

The final regular meeting of the school year shall be known as the annual meeting. At this meeting, annual reports shall be received and officers shall be installed.

Section 2. Meetings shall be open to the public; but the privilege of making motions, and voting shall be limited to members of the council.

Section 3. Notice of all regular meetings shall be given at least one day before the date of the meeting.

Section 4. Special meetings may be called by the president, the executive board, or by the written request of ten members.

Section 5. After the election meeting and before the third week of the school year, the retiring president shall call a meeting of the new and retiring members of the executive board. This meeting is for the purpose of closing the past year's business and turning over all official materials to the new officers and committee representatives.

ARTICLE VIII EXECUTIVE BOARD

Section 1. The executive board shall consist of the elected officers of this council, and the principal, and/or the community school director.

Section 2. Meetings of the executive board shall be called by the president or by a majority of the board members.

Section 3. The duties of the executive board shall be to adopt the agenda for the council meetings, create standing committees, transact necessary business in the intervals between council meetings; do such other business as may be referred to it by the council and report at the regular meetings of the council.

ARTICLE IX COMMITTEES

Section 1. Committees shall be created by the executive board as deemed necessary to promote the objects and carry on the work of this council.

The chair of the committees shall be selected by the executive board. Their term shall be one year. They may be reappointed.

Chairpersons of all committees shall present plans of work to the council and no work shall be undertaken without approval of the council.

ARTICLE X

Section 1. These bylaws may be amended at any regular meeting of the council by a two-thirds vote of the members present and voting, provided notice of the proposed amendment shall have been given at the previous meeting.

Section 2. A committee may be appointed to submit a revised set of bylaws as a substitute for these bylaws only by a majority vote of the executive board.

ARTICLE XI PARLIAMENTARY AUTHORITY

Robert's Rules of Order Revised shall govern this council in all cases in which they are applicable and in which they are not inconsistent with these bylaws.

SAMPLE
RECOMMENDATIONS REGARDING LOCAL COMMUNITY SCHOOL ADVISORY COUNCILS

Overview

Neighborhood Campus Community School (Advisory) Council means a group representative of a school attendance area or neighborhood made up of all socioeconomic levels, school students and personnel, business, labor, and others for the purpose of advising the principal and community school director on community school needs (including educational), programming, and citizen involvement.

Responsibilities

While the ultimate responsibility for most areas of school policy is determined by state law and the board of education, community school advisory councils can and should play an important role in assessing of policies, programs, activities, and functions of the schools. They can also participate in the assessment of all kinds of needs, the establishment of priorities, and offer other advice on the resource needs of the school and the community.

It is hoped that all issues and concerns raised by the advisory council can be resolved at the local school level. However, the districtwide community education council, the central school administration, and city officials can be available to assist the local councils with specific issues.

Composition

The membership of each council should definitely include representatives of at least the following groups:

1. Parents
2. Certified school staff
3. Classified school staff
4. Students
5. Organized school groups (PTA, homeroom parents, etc.)
6. Organized community groups (neighborhood associations, block clubs, etc.)
7. Senior citizens
8. Business
9. Community school coordinator and principal

Other resource persons available to work with the council in an advisory capacity include:

- Representatives of youth-serving agencies (scouts, YMCA, etc.)
- Representatives of municipal agencies (recreation department, planning department, police department, etc.)
- Representatives of governmental agencies (county health department, cooperative extension service, etc.)

- Representatives of other private agencies (Voluntary Action Center, etc.)
- Representatives of the district's instructional and administrative staff
- Representatives of institutions of higher education, including community colleges and universities

Important Considerations:

- Council members representing parents and residents should live in the service area of the designated community school.
- Council members representing the business sector should either maintain a residence or a business enterprise within the service area of the designated community school.
- All meetings of the council should be open to all residents.
- Councils may add to their membership any groups and/or organizations, not listed herein, that it might deem desirable or necessary.

Size

The size of each council shall be determined by each council at the local level. The number of representatives for each group on the council shall also be determined at the local level.

Important Considerations:

- Optimally, a council should have a minimum official membership of fifteen (15) people and a maximum official membership of thirty (30).
- The membership of each council should be weighed in favor of the community with residents, rather than school staff, comprising the majority.
- Councils which might be developed at the secondary level (junior and senior high schools) should provide for the representation of students.

Selection of Council Members

Council members should be either elected, appointed, or otherwise selected by their respective groups and any combination of these three methods is acceptable.

Important Considerations:

- Neither the administrative staff at the local school level, community school director or district level administrator should select or appoint council members--other than their own respective administrative respresentatives.

- Every effort should be made to ensure that the make-up of every council is representative of the racial, ethnic, sexual, and socioeconomic composition of the area and student body being served.

Terms of Council Membership

The terms of membership for council members should be structured on a "staggered" schedule. Thus, some members should serve one-year terms, while others will serve two, and possibly three-year terms. This method will ensure that there will not be complete change in council membership during any given year. However, this does not imply that a member might be denied from serving more than one term.

Organization of Councils

1. Purpose: The goals and objectives of the council should be carefully considered and clearly stated.

2. Officers: The following items pertaining to officers should be specified.

    A. Duties and responsibilities
    B. Terms of office
    C. Method of selection

3. Attendance: Some system should be developed to assure regular participation by council members. Such participation is important and necessary if the council is to achieve its purposes and objectives.

4. Meeting Requirements: It is recommended that all councils conduct meetings on a regularly scheduled basis as this will allow for continual and direct communication between the school and community. It will also allow council members to adjust their own schedules. Such a schedule of meeting dates should be determined by a general consensus of council members.

5. Committees: The extensive involvement of the councils in carrying out their functions and responsibilities will probably necessitate the establishment of both temporary and permanent committees.

6. Amendment Process: Each council should develop a mechanism to change, or delete, those sections of their bylaws and/or procedures which are not deemed necessary or which affect the extent to which the council is able to achieve its desired goals and objectives.

7. Quorum: It is recommended that council meetings not be considered official unless there is a quorum of members present. The number of members necessary to constitute a quorum should be determined by each individual council. However, a quorum is generally never less than one-third of a group's membership.

Community Council Functions

The following is a recommended list of some of the major functions that a community school advisory council might perform:

- Communications

  The council should concern itself with improving communications within the community. This can best be accomplished by fostering more and better lines of communication between the various governmental units and community residents. The development of a system of continual dialogue should be a major goal in order that community residents are fully involved in the decision making process on local projects and programs.

- Facility Utilization and Maintenance

  The council should concern itself with the manner and extent to which existing public facilities are being used. A major goal should be to ensure that schools and other public facilities are being used to the maximum potential for community purposes. The council might also concern itself with investigating the potential to convert existing space within public facilities to more useful and needed purposes. Special consideration might also be given to the possibility of cooperative approaches to building and grounds maintenance by city and school officials.

- Planning for New Facilities and Renovations of Existing Facilities

  The council should be involved in the planning and development of new public facilities in the community. This might include working directly with the school, city and county staffs, and architects to ensure that new facilities reflect the needs and aspirations of the community as well as their maximum utility for community purposes.

- Youth Activities

  The council should concern itself with developing an interesting, diversified, and meaningful program of activities and events for the children who reside in the community. It is essential that the council work closely with representatives of the student body and the schools in developing this program.

- Adult Activities

  The council should concern itself with developing a diversified, interesting and meaningful program of activities and events for adult residents of the community. Special emphasis should be given to finding ways to encourage parents to become active in the school and community-sponsored programs, as well as adult programs designed for and by adults. It is recommended that a needs assessment survey be conducted to determine the needs and desires of the adult community.

- Community Social Concerns

  The council should concern itself with gaining a better understanding of the concerns and problems in the community. The council should serve as a "clearinghouse" for such concerns by offering both advice and direct assistance in seeking ultimate solutions. It is anticipated that a council could become involved with such concerns as those related to redevelopment, housing, traffic safety, health, drugs, recreation, unemployment, crime, delinquency, transportation, etc. To achieve the ultimate goal of eliminating these social ills and improving the quality of life in the community, it is further recommended that the council: relate to and work with the various groups and organizations that operate in the community, and utilize the resources of the schools, social service agencies, municipal government, and all the interested parties--making specific referrals and requests when it is deemed desirable and necessary.

- Human Relations

  The council should be involved in promoting human relations within the community. Emphasis should be placed on initiating, developing and implementing programs and activities specifically designed to improve human relations.

- Community Affairs and Activities

  The council may encourage the implementation or furtherance of a variety of activities and events designed to stimulate a true feeling of community--involving young children, teenagers, parents, senior citizens, etc. Appropriate examples of these activities would be: fairs, carnivals, dances, dinners, receptions, contests, etc.

- Coordination of Social Services

  The council should be involved in working with the various governmental agencies and nonpublic social service organizations functioning in the community. Efforts should be made to develop coordination and to avoid duplication of services.

Other Important Considerations:

- The functions and responsibilities as stated herein are not to be interpreted as all inclusive.

- Any resident should feel free to bring any community-related problem to the attention of the council for discussion and potential action.

- School or other agency representatives should feel free to bring any related problem or opportunity to the attention of the council for discussion and potential action.

SAMPLE
RECOMMENDATIONS REGARDING THE DISTRICTWIDE COMMUNITY COUNCIL

Overview

Any intergovernmental undertaking which includes joint funding and a high degree of citizen involvement requires a great deal of coordination and articulation between all affected parties. This is particularly true of a jointly-sponsored community school program with its many inherent opportunities and responsibilities for individual citizens, related agencies and the community-at-large. If community school programs in the area are ever to reach their full potential, steps must be taken to assure that local citizens; the primary sponsors (city and school district); and the many other affected agencies and organizations, formalize their mutual understandings and commitments; it is with this thought in mind that the formulation of a districtwide or communitywide council is recommended. Just as the campus community school advisory councils serve to enhance communication linkages, needs assessment, program development and general coordination at the neighborhood level, the community council is expected to have similar functions at the district or community level.

Responsibilities

As presently conceived, the community council would serve as the primary coordinating and advisory body on all matters related to community schools and related community service programs throughout the school district. More specifically, it is suggested that this body retain the following primary responsibilities:

1. Provide a formal linkage between existing community schools and those agencies which contribute to their financial support.
2. Serve as a clearinghouse for information regarding community schools and related community service programs.
3. Serve as an on-going advisory committee on matters related to school-city-community relationships.
4. Serve as a central review body on all requests related to the establishment, expansion or curtailment of community school programs within the community.
5. Provide direction to the implementation and/or modification of the community school advisory councils.

Within this general framework, the council might devote its attention to a wide range of activities. The dimensions of these activities should be outlined by the council soon after its formation.

Composition

It is recommended that the total membership of the community council include at least the following:

1. The superintendent of school district or his/her representative.

2. The manager of the city or his/her representative.

3. One member of the board of education.

4. One member of the city council.

5. One lay member of each local community school advisory council.

6. One professional staff member from each community school.

7. One lay or professional representative from each social, recreational or educational organization in the area which is significantly related to community schools. These might include, but not be limited to, Boy and Girl Scouts, PTA, 4-H, neighborhood associations, etc.

Membership and Structure

In addition to the foregoing general recommendations, it is further suggested that the community council be constituted as follows:

Executive Committee

It is recommended that the initial leadership for council activities be vested in a five-member executive committee consisting of:

1. The chief administrative officers of both the city and the school district or their respective designees (2).

2. The designated representatives of both the city council and school board (2).

3. A lay chairperson elected by the general membership from those representatives of the local school advisory councils.

General Membership

It is recommended that voting privileges on the council be limited to the lay and professional representatives of the local school advisory councils and the executive committee. These two groups would, therefore, comprise the general membership.

Associate Membership

It is recommended that representatives of those many other organizations, agencies, and institutions which are identified as having a significant relationship to community schools be involved in the council's deliberations in an associate or nonvoting capacity. Therefore, their role should be one of advisement and consultation rather than direct policy determination. At any time that one or more of these entities becomes a major, direct financial contributor to the overall program, they should be considered for inclusion in the general membership. In addition, this would require the involvement of their chief administrative officer or representative and a member of their elected governing board on the executive committee.

All meetings are open; schools interested in becoming a community school should be encouraged to attend.

Size

The size of the council will necessarily be dependent upon the number of community schools that are operational at any particular point in time. It will also be dependent upon the number of agencies who contribute direct financial support to the program or who are considered to be significantly related to community schools.

Selection of Council

All members of the council should be either elected or appointed by their respective groups. It is recommended that both the school district and city be personally represented by their chief administrative officers or a high level designee.

Terms of Council Membership

With the exceptions of the city manager and the superintendent of schools or their designees, it is recommended that council membership be structured on a "staggered" schedule to ensure that there will not be a complete change in council membership during any given year. The details regarding these terms of membership should be determined by the council shortly after its establishment.

Council Organization

It is recommended that the council develop procedures relating to their general organizational structure and functions. It is further recommended that these procedures be formally accepted by both the school board and city council within six (6) months after the formulation of this body. This document should include specific reference to the council's purposes, officers, attendance requirements, subcommittee structure, amendment processes and quorum requirements.

Guidelines for Action

It is recommended that:

1. The council should determine the interim chairperson of the executive committee. On or before _______________, the interim chairperson shall call a meeting involving:

    - The superintendent or his/her designee.
    - The manager of the city or his designee.
    - One member of the City Council.
    - One member of the School Board.
    - One lay representative from each of the existing community schools.
    - One professional representative (principal, teacher, or community school coordinator) from each of the community schools.

    The agenda for the aforementioned meeting shall include the election of a permanent chairperson; the consideration of these general recommendations regarding the structure and functions of the council; and the review and/or modification of a suggested joint community school resolution to be placed on the agenda of both the city council and school board.

2. On or before ____________, the elected council chairperson will call a second meeting of the membership to finalize the operational procedures, general committee operations, and identify prospective associate members.

3. On or about _________, the council will forward letters of invitation to suggested associate members requesting their participation in council activities. Invited members will be requested to indicate their intentions by return mail or phone.

4. On or about ___________, the council will hold its first formal meeting involving all affected parties. A primary function of the first meeting will be to review community requests for the establishment of the community school program.

From Comal County ISD

ADVISORY COMMITTEES

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Serve as a communication link between community education and your neighborhood or organization. Yes No 1 2 3 4
2. Assist in surveying neighborhood reactions to community concerns, problems, wants and needs. Yes No 1 2 3 4
3. Assist in identifying resources within the community. Yes No 1 2 3 4
4. Participate in presentations about community education to other related community agencies and organizations. Yes No 1 2 3 4
5. Assist in developing policies and procedures for the community education project. Yes No 1 2 3 4
6. Assist in recruiting and screening community school teachers. Yes No 1 2 3 4
7. Assist in planning and implementing staff development activities. Yes No 1 2 3 4
8. Assist in supervision of community education activities. Yes No 1 2 3 4
9. Assist in determining class and activity schedules. Yes No 1 2 3 4
10. Assist in preparation of required reports to funding agencies. Yes No 1 2 3 4
11. Participate in determining project goals and objectives. Yes No 1 2 3 4
12. Participate in planning project implementation and management plans. Yes No 1 2 3 4
13. Help determine the effectiveness of programs, activities, and community education projects. Yes No 1 2 3 4
14. Participate in planning facility use for community education activities. Yes No 1 2 3 4
15. Assist in developing activities designed to provide a forum for community concerns. Yes No 1 2 3 4

THE BLOCK PLAN OF ORGANIZATION

Introduction

One good means of binding together school and community is through the block* section, or neighborhood plan of organization. Through this plan it is possible to communicate with all people in the community block by block. The plan has many strengths in helping people establish common goals toward which they may work. To simplify organization, each block section, or neighborhood community, has a leader. This leader is a member of the neighborhood or community council. The neighborhood or community council serves to coordinate programs and work carried on by block leaders. Each block leader is a volunteer. The community school director works very closely with each block leader in their area. The block leader is selected by the block, section, or neighborhood making up the area. The block leaders can compose the neighborhood or community council. Thus, if there are five blocks, sections, or neighborhoods in the community, the council would have five block leaders.

The following was taken from material prepared by Pat Barley, Community School Director of Freeman School in Flint, Michigan.

General Goal

To inform the neighborhood or community on all issues and to make the people realize their responsibilities to themselves, children, and their community.

Block Leader Duties

1. Gather and pass on all information to the council from neighbors pertaining to school and community problems and projects.

2. Work with the area in keeping the area and council informed and to keep communication flowing.

3. Be an information station for the people of the area in all matters pertaining to the welfare of the neighborhood or community.

4. Help individuals and groups in the proper procedure for handling issues and problems for the welfare of all.

5. Establish the grass root democratic procedure in the neighborhood and encourage people to use their rights.

6. Work with and keep the community school director informed about anything which would help make the program the best for the entire neighborhood or community.

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* Block can mean a section of the community or neighborhood.

HOW TO KNOW WHAT YOUR NEIGHBORHOOD COUNCIL SHOULD DO

Knowing exactly what your neighborhood council should be doing in order to fulfill its functions as originally conceived is important to your success. The following items can serve as a checklist for you to evaluate your neighborhood council as well as identify the specific roles the neighborhood council should be fulfilling in any neighborhood.

____ 1. Conducts regular neighborhood town meetings in which any resident has an opportunity to discuss issues of concern to them.

____ 2. Recruits members from the neighborhood for each of the subcommittees of the neighborhood council committee.

____ 3. Elects officers and/or chairpersons for each of the committees.

____ 4. Sees that the neighborhood is represented at all meetings of the city-wide committees, and that their reports are given at your neighborhood council meetings.

____ 5. Systematically identifies comprehensive neighborhood needs and problems at least once every two years while planning and conducting specific needs assessments periodically.

____ 6. Develops a set of goals and objectives, including current and long range, based on the neighborhood needs and interests.

____ 7. Develops a program calendar scheduling all the objectives they intend to accomplish.

____ 8. Conducts projects in the neighborhood to meet existing needs or interests.

____ 9. Provides regular recognition of those individuals, groups, institutions in the neighborhood who have made positive contributions to the neighborhood.

____ 10. Holds an annual celebration for the neighborhood to acknowledge the accomplishments and positive changes within the neighborhood.

____ 11. Distributes a regular newsletter to every residence in the neighborhood.

____ 12. Seeks opportunities to tell the neighborhood council story throughout the neighborhood.

____ 13. Documents its own activities through a neighborhood scrapbook.

PREPARING FOR A MEETING

Participants in meetings should feel that the time they have spent has been worthwhile. Although no one can guarantee that all meetings will be regarded as meaningful, the chairperson or convener can take some steps to make them as effective as possible by carefully arranging for facilities and materials or by asking another person to make those arrangements.

The checklist presented below can be used by any person who assumes this responsibility.

Item — Arrangement Completed (✓)

1. Publicity ______
    a. Are meeting dates adequately publicized so that people who plan to attend know the place, time, and date of the meeting?
    b. Has a tentative agenda been prepared and sent to members of the group, and others?
2. Space ______
    a. The room is large enough that several small groups can meet simultaneously.
    b. The room can accommodate a single large group.
    c. The walls can be used to post newsprint.
    d. Both temperature and ventilation can be controlled.
3. Access ______
    a. Keys are available to all space that will be used.
    b. Restrooms are accessible.
    c. A phone is available.
    d. Duplicating equipment is available, if desired.
4. Furniture ______
    a. Tables and chairs are plentiful.
    b. Furniture can be moved around freely.
5. Materials ______
    a. Enough easels and chalkboards are available for writing.
    b. Special equipment is available such as overhead projector.
    c. Newsprint, markers, and masking tape are ready.
    d. Clipboards, paper, pencils, and pens are supplied.
    e. Plenty of chalk is handy.
6. Refreshments ______
    a. Food and drink is prepared.
    b. Napkins, cups, and paper plates are on hand.

Skills of Conducting A Council Meeting

"Good meetings don't just happen.....they are well planned, carefully conducted, and always evaluated.....the key to success is to remember that there is no substitute for good organization."

Ten tips to remember:

1. Plan out the agenda well in advance. Allow for the unexpected. Have copies available for visitors.
2. Have meetings properly publicized: agenda, place of meeting, time, etc.
3. Check out facilities for meeting. Arrangement of tables, chairs, etc., can be very important. Environment should be comfortable.
4. Have extra copies of minutes and other meeting data available for visitors. Introduce visitors and make them feel welcome.
5. Start meeting on time and keep the meeting moving.
6. Don't stifle discussion that is germane to the issue at hand; however, when the discussion becomes redundant, tactfully cut it off. (Ability to do this takes real talent!)
7. Don't deny people their feelings.....allow them to express their views. Even if you disagree or their remarks seem crazy, compliment them for their remarks. Remember: Do everything possible to stimulate conversation.
8. Encourage participation by drawing all council members into the discussion. Try to keep any one person from dominating the meeting.
9. Remember.....you are the facilitator! Stay in the background as much as possible.
10. When the meeting is concluded, you begin planning the next one. Try recording the meeting and listening to it for evaluation purposes. What did you learn?

A Variety of Get-Acquainted Ideas

1. Partners in Intro/Interview (written or verbal)
2. Introduction Bingo--bingo cards with blank squares, first person to have card completed with signatures of others is winner
3. Personal article that represents individual--what does person identify with?
4. Famous person instead of own name (sheet on everyone's back)
5. 20 questions activity--ask questions to find out information about each person
6. Match name with individual (have cards with names, who goes with what card)
7. Introduction/Listening Technique (self-introduction and feedback from listeners)
8. Self-introduction
9. Ask names or nicknames
10. Tell your name and everyone's before you
11. Adjective that describes you and your name (i.e. happy Sue)
12. Draw a picture of what you like to do, pin it on yourself
13. Name tags
14. Cards with statements about yourself, scrambled
15. Blindfold - voice association
16. Get someone you don't know and find out their favorite food and hobby (or any number of things)
17. Put together puzzle pieces
18. Introduce person on your right
19. Sing a song using names
20. Color coded groups
21. Shake hands with those around you
22. Equal numbers - men and women introduce member of opposite sex
23. Each person tell about family
24. Call each person's name and stand up (only after another activity)
25. Tell "native" home, school
26. Clue about name association (i.e. I'm a redhead named Whitehead)
27. Age groups - 20-30 (i.e. 29 ... 28 ... 27 stand up and introduce self)
28. Identification by fruit or made-up affliction
29. Adjective starting with same letter as name, i.e. Aggressive Amy
30. CB handle (real or made up)
31. Beans - each person start with 5 beans, identify other people by name. If correct, get one bean, if incorrect give away one bean.
32. Favorite TV program--guess who likes what
33. What three adjectives would you most want to be remembered for?
34. "What's My Line"--guess each person's occupation

ROLE OF THE GROUP CONVENER

The convener of a group is responsible for conducting meetings, leading discussions, and making sure that the group is using effective processes for doing its work.

As group leader, the convener is conscious of the potential for dominating the group and tries to control such tendencies. Therefore, the convener avoids talking a lot, records everyone's comments, and does not argue vociferously with group members. He or she also tries to draw everyone into group deliberations.

As discussion leader, the convener tries not to dominate discussions. However, when the need arises, he or she is forceful and definite. To avoid unproductive periods, the convener also keeps the group moving systematically through its tasks by summarizing, reminding people that they have a certain amount to accomplish during the meeting, and asking pertinent questions.

Finally, the convener makes sure that the minutes of the meeting are recorded.

Guidelines for the Role of Convener

1. Before the meeting:
    a. Review the agenda.
    b. Ask for a volunteer to take minutes.
2. During the meeting:
    a. Call it to order promptly.
    b. Keep the group focused on the subject (i.e., monitor the discussion and inform the group when it strays from the agenda).
    c. Be attuned to, and try to help avoid, any confusion.
    d. At the end of each agenda item:

       Check to be sure that everyone who wanted to was able to contribute to the discussion.

       Summarize or ask someone else to summarize (make sure that the secretary records the summary).
    e. Ask the following questions at the end of meeting or after:

       Did we accomplish our goals for the meeting?

       Did we waste time?
    f. Call the meeting to a close promptly.
3. After the meeting:
    a. Check with the secretary to see that he or she is clear about minutes.
    b. Transfer left-over agenda items to the agenda for the next meeting.

AGENDA BUILDING FOR A MEETING

AGENDA BUILDING

As you know, an agenda is a plan for conducting a meeting, an outline of things to be done. It serves as an effective tool for:

1. identifying issues to be covered
2. checking progress throughout a meeting
3. keeping a record of what was done
4. ensuring follow-up on each item discussed

An agenda helps a group recognize what has to be done and get on with doing it. This often calls for planning and adapting.

PLANNING

A convener or chairperson is likely to carry the primary responsibility for planning the meeting. A procedure should be established by which members of the group and others place items on the agenda. Soliciting items and ideas in planning the agenda gives others an opportunity to become involved and to influence the business of the meeting.

The convener should plan to have enough time to put the agenda together on newsprint, on a blackboard, or in individual copies.

ADAPTING

The process of reviewing and prioritizing the agenda adapts it to the group's interests and needs. At the beginning of the meeting, the agenda should be presented and everyone participating should have a chance to review meeting plans. The sample agenda in this paper shows how one group developed its agenda. If necessary, modify the sample to fit the needs of your group.

Go over your agenda for clarity. Check to see if any important items of business have been omitted. Determine the top priority items and number them accordingly. If there is an item that arouses little interest or one that seems too complex, refer it to a task force for handling and ask that a report be made back to the entire group at the next meeting.

SAMPLE AGENDA

Date: January 17, 1977

Convener: Betty Brown

	Item	Action	Time	Follow-up
5.	Decisions as to which bid (contract) to accept	Contract for surfacing playground at Melton School	20 min.	Ed will notify Randall Construction that their bid has been accepted.
4.	Information	Evans School language arts presentation	15 min.	Ken will write a thank you note.
1.	Approval and plan selection	Inservice "Communication Skills Training" for Melton School staff	30 min.	Ruth, George, and Ken will begin implementation procedures.
3.	Progress report	Math text adoption committee report	15 min.	Continue search and review
2.	Report and discussion	Report from the vandalism committee; set up a task force to begin problem-solving activities	40 min.	Ken and Susan will join a task force that is to begin problem-solving activities on this issue.
6.	Debriefing of the meeting	Input and discussion among members	15 min.	

Items on the agenda are likely to be varied--some will involve sharing information, others will involve identifying problems, seeking solutions, pooling ideas, and assigning responsibilities. Review the time estimates and determine the length of the entire meeting.

As the meeting progresses, a recorder or secretary should keep track of decisions and follow-up steps. The follow-up column on the agenda is one place to record the names of those who are taking responsibility for items and the plan of action.

DEBRIEFING DURING A MEETING

DEBRIEFING

Periodically a group needs to pause and consider its progress. It needs to examine itself in terms of how people are feeling about the group and its tasks and the procedures that were used in accomplishing those tasks. This period of examination allows the group to air any problems, concerns, or conflicts that may have arisen. Debriefing is valuable at the end of every meeting and at the end of each phase.

A STRUCTURE FOR DEBRIEFING

The following stucture has helped groups assess their effectiveness and make future plans:

	EXAMINE	PLAN
TASK	What did we do? What was our goal?	What do we want to change?
PROCEDURES	How did we do it? How were the decisions made?	What procedures do we want to change? What do we need to learn to help us carry out the task?
FEELINGS	How do we feel about what we did?	Do we need to do anything to improve how we feel?

Examining these areas will usually provide you with enough information to examine your group's effectiveness. Debriefing should be done on a regular basis. Some groups find it useful to set aside a period of time, perhaps 5 to 30 minutes, to review a meeting and collect information from members.

CHARACTERISTICS OF AN EFFECTIVE GROUP

Douglas McGregor, an industrial psychologist at MIT, drew on his observations of the management of large corporations to characterize a well-functioning, effective, creative group.

1. The atmosphere tends to be informal, comfortable, relaxed.

2. There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the task of the group.

3. The task or objective of the group is well understood and accepted by the members. There will have been free discussion of the objective at some point until it was formulated in such a way that the members of the group could commit themselves to it.

4. The members listen to each other. Every idea is given a hearing. People do not appear to be afraid of being foolish by putting forth a creative thought even if it seems fairly extreme.

5. There is disagreement. Disagreements are not suppressed or overriden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than to dominate the dissenter.

6. Most decisions are reached by a kind of consensus in which it is clear that everyone is in general agreement and willing to go along. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action.

7. Criticism is frequent, frank, and relatively comfortable. There is little evidence of personal attack, either openly or in a hidden fashion.

8. People are free in expressing their feelings as well as their ideas both on the problem and on the group's operations.

9. When action is taken, clear assignments are made and accepted.

10. The chair of the group does not dominate it, nor on the contrary does the group unduly defer to the chair. In fact leadership shifts from time to time depending upon the circumstances. There is little evidence of a struggle for power as the group operates. The issue is not who controls but how to get the job done.

11. The group is conscious of its own operations.

SYSTEMATIC APPROACH TO PROBLEM SOLVING

Step 1 - Define the problem in terms of needs (not competing solutions).

Step 2 - Generate possible solutions to the problem (avoid evaluations).

Step 3 - Evaluate and test the various solutions.

Step 4 - Decide on a mutually acceptable solution.

Step 5 - Implement the solution.

Step 6 - Evaluate the solution.

Pitfalls to avoid:

1. Threats and ultimatum
2. Failure to listen actively
3. Failure to communicate clearly and honestly
4. Lack of respect for the ideas and needs of the other person(s)
5. Failure to assume goodwill on the part of the other person
6. Lack of openness to new ideas and information
7. Lack of persistence
8. Lack of determination to succeed in problem solving
9. Making all the decisions or imposing your ideas on the other person
10. Trying to solve a complex problem too quickly
11. Bringing up problems that are problems only to you
12. Assigning problem-solving tasks to persons not involved in the problem
13. Failure to keep an open mind
14. Relying on traditional or stereotyped solutions or something that worked for someone else
15. Becoming too preoccupied with a problem and permitting it to interfere in other areas or in relationships with other people not involved
16. Each party playing the game but by different rules or standards

Factors that Decrease Group Effectiveness

The effective group is characterized by certain patterns of interaction and member behaviors which strengthen the probability of rationality in decision making. This does not mean, however, that feelings and emotions are suppressed as some people might have us believe. Rather, feelings and emotions are facts to be dealt with, and effective groups provide for a free expression of feelings as well as ideas. The following list summarizes some of the reasons why groups often fail to make adequate decisions.

1. Failure of members to separate personalities from ideas. Weighing "who" said it or "how" rather than the idea itself.

2. Failure to distinguish when agreement is necessary and when it is not. Groups often waste energy trying to attain agreement on things the particular group doesn't have to agree on. Joint goals help define areas of necessary agreement.

3. Not including people on basic decision making around central issues relevant to the group. Too many times the really important issues are decided by a small clique with larger meetings being used in a "rubber stamp" fashion.

4. Assuming silence means consent in a group.

5. Premature voting (or other method of decision) before a full discussion of issues.

6. Unfair treatment of deviants (defined as anyone who is "different" or who takes a "different" stand). Usually groups ostracize people who differ. Physically and/or psychologically these individuals are rejected. Seldom do others recognize the value of "deviants" to the group. Often persons who differ can stimulate the group to think more critically and creatively.

7. Trying to save time by cutting short the discussion of issues Generally, there is a loss of time later because people, not initially involved, are not fully committed and energy must be exerted to gain their support.

8. Resorting to non-rational decision techniques to avoid conflict--such as flipping coins or bargaining.

9. Getting caught up in the "two alternative game." Once two positions on an issue get formulated people begin to take sides and alternatives three, four and five are ignored.

10. Members expecting support from those who have supported them on other issues. A kind of "trade out" develops. People get angry when their support is not reciprocated.

11. Use of methods of influence which create "non-rational" pressure for example: (a) ridicule or embarrassment, (b) "butting in," "voice" power, (c) ego and status reducing methods such as "only an idiot would believe that," (d) flattery, (e) "acting out" behaviors such as crying, walking out, etc., (f) pulling rank, (g) keeping sources of information closed.

12. Suppressing conflict. Mistaking surface agreement for real agreement.

13. Suppressing feedback and sources of feedback regarding evaluation of a job, project or decision.

14. Evaluating statements and the contributions of others in an "all or none" fashion. There is core of logic in even the seemingly most illogical statements. Not everyone is gifted with a perfect command of the Kings English. Often very creative ideas first emerge in somewhat disguised form.

15. Lack of awareness of sources of bias-individual and group.

16. Members "giving up" because their ideas aren't accepted right away. Members are often not psychologically prepared for the "sleeper effect" and assume their ideas have been rejected permanently. A lack of recognition that sometimes even the best ideas need an incubation period.

17. Labeling behavior of others in order to discredit them. "He is a radical" or "She is an ultra-conservative" or "He is a hostile guy."

18. Lack of attention to task or maintenance functions by group members.

19. Adoption of ambiguous or poorly defined goals.

20. Not changing procedures of working together to fit the occasion. Too often groups use the same structure under all conditions. Instead they should take time to review whether the then existing structure is the most desirable one for the specific decision at hand.

Sometimes groups who work together daily need to take stock of their "group processes" and evaluate the way they are working together in order to improve their performance. The above list may be useful as a "check list" for pinpointing where the group needs to improve.

SUGGESTED STRATEGIES FOR HANDLING "PROBLEM" GROUP MEMBERS

(Prepared by Waynne James)

Situation	Possible Remedy
Talks too much	Change the subject; challenge the talkers; cut into the talk with a summarizing statement and direct a question to someone else. If the person is difficult, get the participants on your side; they'll take care of the situation. Use the participation chart; evolve into "task oriented activities."
Quick, helpful	Has the right answers but keeps others out. Interrupt tactfully by throwing a question to someone else. Be sure the person understands you appreciate the help. Suggest, let's get several opinions. Use the person to summarize.
Ask leader for opinion	Redirect question to the group. Don't 'pass the buck.' If answer is not available say so.
Bored	Find their interest. Call on them for their experience.
Just wants to listen	Interested, but didn't come to talk. Use direct provocative questions.
Shy, hesitant	Ask direct questions which you are sure can be answered. Ask for the individual's agreement. Build up the person in the eyes of the group.
Not disposed to help others	The type who would say, 'It took me 20 years to find that out - let them find out for themselves.' Tell them how much the group would benefit from their experience. Draw them out on a few things. Thank each one.
Side Conversationalist	Pause, and let others listen to the conversation; walk down by him or her and thus draw attention to the conversation; draw the individual into your discussion by asking for a personal opinion. Silence by others.
Poor voice or choice of words	The ideas may be good. Repeat the idea in your own words. 'In other words, you mean ...' Protect them from ridicule.
Definitely wrong	If they are contrary to group thought, say, "Well, that's one way of looking at it," and then go on.

Personalities	Where they dispute with others, cut across with a direct question on the topic. Bring another member into the discussion. Frankly ask that personalities be left out.
Rambler	When they stop for breath, thank them, rephrase one of the statements and pass on. Refer to chalk board and ask which topic is being discussed.
Arguer	If they are naturally perverse or trying to make trouble, get them placed in your 'blind spot' right next to you. Pretend not to hear. Of course, recognize legitimate objection and side with them when possible. Sometimes groups will take care of them if they persist. Talk to them privately and ask for their help. As a last resort, ask them to drop out.
Obstinate	This is usually someone who does not see the point. Try to get others to help them see the point. If they are the only one, proceed and tell them to see you after the meeting.
Wrong subject (off-the-beam)	Direct attention to topic on the board. Say, 'It is interesting, but would you hold it until later on?'
Gripes about management	Tell them this is the best way to operate under the present system. Try to get another member to answer. Don't waste too much time on management 'gripes.'
Has a problem of their own	Tackle this problem if it is pertinent. Get group opinion; then question them on your subject, or acknowledge worth of the problem and ask that it be brought up later.

Council Projects (Other than Educational)
As Reported from FY 1977 and FY 1978 Annual Reports

FY 1977

____ Senior Citizen Center:

Community education staff assisted a group of senior citizens in the establishment of a senior citizen center. The center is funded by the county and is open Monday through Friday from 8 a.m. to 5 p.m. All types of activities are available. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

____ Tourism Promoted:

The second annual Fiesta Bandana was held in May 1977 to promote tourism. The Fiesta Bandana Committee invited input from the community. The community education staff joined this venture and helped to implement three successful activities: tennis tournament, art exhibit, and general cleanup. ALICE INDEPENDENT SCHOOL DISTRICT

____ Water Drainage Problem Identified:

Far South Community School residents and staff implemented a neighborhood project to improve the water drainage in the St. Elmo neighborhood. After meeting with city staff and the city council, the group was able to obtain a 60 percent solution to the problem and the rest will be addressed through funds that will be made available through the City of Austin's Capital Improvements Plan. AUSTIN INDEPENDENT SCHOOL DISTRICT

____ Daytime Recreation Program:

A daytime recreation program was initiated for the summer of 1977 which provided numerous daytime activities for grades K-12. No organized daytime program existed in the past. Community response to the program has been good, and offerings will be expanded in the future. BURLESON INDEPENDENT SCHOOL DISTRICT

____ Senior Citizen Activity Card:

Senior citizens may eat in school cafeterias, attend athletic events, and receive discounts from local merchants. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

____ Residential Patrol:

A residential patrol was formed and has become involved in rural residential areas where police protection was minimal. COMAL INDEPENDENT SCHOOL DISTRICT

_____ Health Services:

As a result of our requests for more health services from the Region IV Texas Department of Health in Abilene, a permanent field office will be opening about August 1, 1977, in the Wallace Center for Community Education. Opening of the field office will bring four new jobs and increased health services: screening, immunizations, nursing and referrals, health education. COLORADO INDEPENDENT SCHOOL DISTRICT

_____ Funds for Street Signs:

We assisted the Citizens Advisory Committee in obtaining funds in a house-to-house canvassing. These funds were to be used to place street-name signs at all street intersections for the benefit of citizens and visitors. ELECTRA INDEPENDENT SCHOOL DISTRICT

_____ Health Fair:

The multi-agency/organization effort at providing a health fair for the county proved one of the greatest successes. EDEN INDEPENDENT SCHOOL DISTRICT

_____ Traffic Light Requested:

Because of a community needs survey, members of the Advisory Council decided to request a traffic light at an intersection near Salado Middle School. A subcommittee of five members approached city officials. EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

_____ Flood Control:

The plans of the water board and the corps of engineers for the flood control of Clear Creek was the greatest publicized and consciousness-raising event for the past year. Citizens became fully aware of the implications and effects of the proposed flood control measures. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

_____ Screening and Immunization Clinic:

Some 350 adults took part in a screening and immunization clinic cosponsored by Community Education and the Texas Department of Health. GRANBURY INDEPENDENT SCHOOL DISTRICT

_____ Parks and Recreation Board and Community Development Group Organized:

Hitchcock Community Education was instrumental in the formation of the City Parks and Recreation Board and also served as the catalyst in the formation of a community development group. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

Senior Citizen Activity Center at High School:

Community education organized a Senior Citizen Activity Center in the high school. The room is available all day for different activities and is used by various groups. The room was furnished by local civic clubs and the community school. LA VEGA INDEPENDENT SCHOOL DISTRICT

Swimming Pool Planned:

Plans are being developed by the City of Palacios and the Palacios Independent School District for a neighborhood community swimming pool and public grounds improvement. PALACIOS INDEPENDENT SCHOOL DISTRICT

City Services Directory:

The work implemented toward the publishing of a city services directory will probably spread the word about community education and city services better than any program or activity that has been offered. PEARLAND INDEPENDENT SCHOOL DISTRICT

Services for Older Adults:

The local advisory council felt that recreational programs for the elderly was of prime concern. Through the efforts of several interested parties, including community education, such programs were established on a regular basis. This included providing transportation to and from the local senior citizens center ROCKDALE INDEPENDENT SCHOOL DISTRICT

Ambulance and Medical Services:

The school district and surrounding area do not have a hospital or emergency facility for non-military citizens. Therefore, volunteers provide emergency medical and ambulance service. Area citizens are being encouraged to receive some emergency training through cardio-pulmonary resuscitation and first aid classes. SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT

Girls Club and Competitive Sports:

Athletic opportunities in Sherman for years had focused upon boys until the establishment of a Girls Club several years ago. Community Education has provided facilities and has helped to publicize activities. Now competitive softball, volleyball, soccer, and basketball progams are available for girls. These programs take girls from the second through the seventh grade. Largely due to insistence of girls who participated in Girls Club sports, the public schools now have competitive sports for girls from the eighth through the 12th grades. SHERMAN INDEPENDENT SCHOOL DISTRICT

_____ Volunteer Ambulance Services:

In December 1976, when new regulations forced the two funeral homes in West to discontinue ambulance service to the area, a member of the advisory council contacted the superintendent and community education director. A meeting was scheduled to solicit volunteer ambulance attendants. The funeral homes donated their vehicles and equipment to the West Community Hospital. Local government agreed to furnish gasoline and maintenance, and the hospital agreed to schedule the volunteers and pay the costs for their training. Instruction held at the high school campus resulted in a volunteer ambulance service which was badly needed, since the nearest other such service is 15-20 miles away. WEST INDEPENDENT SCHOOL DISTRICT

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FY 1978

_____ Art on Wheels Project:

The community education office assisted in the development of an Art on Wheels project to be used countywide. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

_____ Little Theater and Community Chorus:

In an effort to unify the community, the community education department assisted interested citizens in the organization of a Little Theater and a Community Chorus. A volunteer group provided the publicity. ALVARADO INDEPENDENT SCHOOL DISTRICT

_____ Older Adult Discount Program:

This program was begun by the community education office by providing reduced lunch prices in school cafeterias for older adults. It has expanded to include discounts by 19 retail businesses, reduced tuition in community school classes, and discounts for all school athletic events and programs. It is presently being used by 400 older adults within the county. This is over 25 percent of those identified as eligible. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

_____ Jog-In:

The community education office organized the first Annual Community Jog-In. Teams of three jog a mile course trying to come closest to their estimated time. An effort is made to eliminate age categories. The first place winners were a teacher and two fifth grade students. Second and third place winners were adults. CEDAR HILL INDEPENDENT SCHOOL DISTRICT

_____ **Old Pool Opened:**

The city swimming pool was in such poor condition that the city planned to keep it closed for the summer. The advisory council encouraged the city manager to keep it open. It was repaired and opened. The city is now considering a bond election to build a new pool. COLORADO INDEPENDENT SCHOOL DISTRICT

_____ **Town Meetings:**

Town meetings were organized to discuss plans of incorporation of the community which would promote growth and hopefully a better place to live. DAMON INDEPENDENT SCHOOL DISTRICT

_____ **Day Care Program:**

A council has been chartered by the State of Texas to open a Day Care Program in September. The original idea was initiated by the Community Education Advisory Council in a discussion of community needs. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

_____ **Scouts Get New Building:**

The community education office in cooperation with the local Girl Scout troops publicized the need to build a new facility on school grounds. When completed, it will be available for daytime community school classes. Many people donated labor and money. GEORGETOWN INDEPENDENT SCHOOL DISTRICT

_____ **Playground Equipment Constructed:**

The objective was to build playground equipment on an elementary school campus. A contest entitled "Create a Play Unit" was held in the school. The winning unit was constructed on the playground.

Only two meetings were held to organize and to consolidate plans before the equipment was constructed. Over 100 people participated in constructing five units containing as many as six sections each. Meals were served by the community education office and home room mothers of the school. The project was completed in one day at no cost to the school district or the community education office. As a result of the publicity, 535 people, the largest crowd in recent years attended the Public School Week Program at the school. HEARNE INDEPENDENT SCHOOL DISTRICT

_____ **Boat Ramp Built:**

The Hitchcock Development Advisory Council was instrumental in convincing county commissioners to include in a bond proposal the building of a boat ramp on the Highland Bayou Diversionary Canal. The issue was passed by county voters. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

_____ July Fourth:

Community education implemented a community-wide Fourth of July parade, all-day activities and fireworks display. This was a very successful event with school, city, and local organizations cooperating. KELLER INDEPENDENT SCHOOL DISTRICT

_____ Older Adult Apartments:

The completion of the older adults apartment complex was the most outstanding community development project the community council initiated. LOCKHART INDEPENDENT SCHOOL DISTRICT

_____ Park Improvement:

The city requested funds for local park improvement as a result of a combined effort of the city developer and advisory council. LULING INDEPENDENT SCHOOL DISTRICT

_____ Historical Foundation:

As a result of promoting an historical research class with the Chamber of Commerce, the community education office aided in the promotion and founding of the County Historical Foundation. ROCKWALL INDEPENDENT SCHOOL DISTRICT

_____ Nike Missle Base Building For Older Adults:

The Kaufman County Committee on Aging which provides transportation services for the elderly throughout the county needed a new facility. The school district, through the community school office, made available a building owned by the school district at an abandoned Nike Missle Base. TERRELL INDEPENDENT SCHOOL DISTRICT

_____ New Softball Field on School Property:

The community education office, school board, and city council worked together to build and supervise a softball field for community use on a school playground. WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

_____ Historic Home Repaired:

A high school club became aware of the plight of an elderly woman whose historic home was in need of repair. The club repaired the exterior of the home with donated supplies and completely cleaned and weatherized the home. WEATHERFORD INDEPENDENT SCHOOL DISTRICT

_____ Older Adult Nutrition Program:

This program provides one hot meal daily to older adults at a minimal cost. They meet each day for recreation, fellowship, and a nourishing meal. The high school band and choir provide the entertainment. WHARTON COUNTY JUNIOR COLLEGE

Community Council To Meet April 3

The Hitchcock Community Council will meet on April 3, 1979, at 7:30 p.m. in the Supersonic Room at Stewart Elementary School.

Plans for the April 19 workshop with the City Commissioners and the Board of Trustees will be discussed.

Discussion of plans to submit an application for a $1,000.00 Council Incentive Grant from the Levi Strauss Foundation will also be on the agenda. The grant is available through the Texas Community Education Association. The purpose of the grant is to assist community councils in promoting community involvement in community problem-solving.

Five Council members recently attended a seminar sponsored by T.C.E.A. to learn the procedure for applying for the grant. Attending that meeting were Corine Copeland, Richard Calzada, Jo Ann Robinson, Genivee Morgan and Bobbie Sander.

Membership on the Community Council is open and anyone who is interested in being a part of positive action toward making their community a better place to live is welcome to join.

HITCHCOCK'S BEAUTY IS EVERYONE'S DUTY

C.E. Classes Start Spring 2 Session

New Community Education classes began in Hitchcock this week. There are still

A·I·P

AWARENESS * INVOLVEMENT * PRIDE

City and School Officials Will Meet With Hitchcock Community Council

City commissioners and School Board members will meet with the Hitchcock Community Council on April 19 to discuss ways of meeting the three most important needs of Hitchcock. Members of both groups were receptive and enthusiastic about the opportunity to meet and discuss cooperative ways of solving problems and meeting community needs.

The informal workshop will begin at 7:30 p.m. in the Supersonic Room at Stewart Elementary School.

Identified by the A*I*P Community Interest Survey, those needs are: (1) better city services, i.e., roads, water, sewer and garbage collection; (2) better school facilities and a higher quality of education; and (3) more community involvement, with the emphasis on cooperation and communication.

The workshop resulted from presentations of the A*I*P survey results which the Community Council made to both the Board of Trustees and to the City Commissioners. Richard Calzada, survey chairman, along with Corine Copeland, council president, and Bobbie Sander, secretary-treasurer, told the two groups that these three items were the most frequently mentioned in response to the question, "What do you think are the three most important things which need to be done to make Hitchcock a better community?"

The goals of the Hitchcock Community Council are to define and study issues of community concern and to implement activities to meet identified needs. With these goals in mind, the Council looks forward to the workshop as a positive step toward making Hitchcock "a better community."

COMMUNITY EDUCATION

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Gardening How To Classes Will Be April 2 and 9

If the high price of groceries has got you down, give your food budget a lift --plant a vegetable garden!

You can learn how to plan, plant and care for a home

STAFFING

STAFFING THE COMMUNITY SCHOOLS

Good leadership is the most important element in ensuring the success of the community school program. Although a community may have outstanding facilities and an impressive list of activity offerings, the program will not succeed unless qualified leadership is provided.

The number of community school personnel needed and their qualifications will depend upon the nature and scope of the program; it is desirable to have one full-time person in each community school to assume the responsibility of coordinating the activities centered around the particular school. A common title for this position is community school director. If more than one community school is operated, an overall coordinator will be needed to coordinate the entire project and the work of the directors in the various schools utilized.

The standards, classifications, definitions, and methods of compensation for personnel employed in the community school program will be varied. The qualifications and job descriptions suggested in this chapter have grown out of the successful experience of a large number of school districts.

1. The Community Education Coordinator

It has been discovered that in order for community education to have its greatest impact, there must be one person who can provide the leadership to integrate and coordinate programs to identify and meet the needs of all citizens of the community. That person is identified by the title, community education coordinator, and must possess a wide variety of strong personal skills and characteristics.

The community education coordinator must be . . .

A Leader: The community education coordinator is called upon to give strong personal leadership at all times. This person must be able to maintain an enthusiastic attitude about the job; be able to motivate youngsters, parents, and faculty members to cooperate with the community school program; and, assume responsibility for devising procedures that will enable people to practice leadership skills and further develop their own leadership.

A Communicator: Much of the success of the community education coordinator depends upon how well he/she is able to communicate with all people in the community. Communication practices must be well established, both internally and externally.

An Administrator: The coordinator must know, be able to interpret, and put into effect Board of Education and local school policies that will contribute toward developing sound school-community relations.

-1 7

A Supervisor: The coordinator supervises educational, recreational, and social activities to meet the needs of children, youth, adults, and older adults in the community through the community school director. All activities in the community school program are under the supervision of the community school director who must work closely with the building principal.

A Human Relations Builder: Much of the effectiveness of the work of the community education coordinator depends upon the degree to which good human relations are built. The coordinator tries to know all the people in the community and lead them into a knowledge and understanding of one another while constantly striving to bring the fragments of the community to a coordinated whole. Oneness of purpose and action is the goal.

This is a staff position and the person should be directly accountable to the superintendent. The community education coordinator will be responsible for the overall development, organization, operation, coordination, and evaluation of the community schools. The schools will be geared toward the interests and needs of the children, youth, and adults living within the service areas of the designated community schools.

In addition, the person shall assist the community school director in recruiting, selecting, training, and supervising paid and nonpaid staff members working within the community school program. This person may also be assigned certain other responsibilities compatible with their role.

Qualifications

The minimum requirement for this position is a master's degree with specialized training in community education or the equivalent in training and experience. Successful work experience in one or more of the following areas will be considered as an important aspect of the applicant's background: school administration, community organization, community education, community development, recreation management, adult education, or social work. Although the specialist need not hold either a valid teaching or administrative credential, the individual selected for this position must evidence a successful history of involvement in community service and/or public affairs.

Major Duties and Responsibilities

1. Facilitate the activities of the community council.

2. Serve as a liaison between community school directors and other district administrative staff.

3. Represent the district in all matters related to the overall conduct of the community education project.

4. Maintain complete and accurate records on personnel, attendance, income, payroll, supplies, and other aspects of the overall project and submit periodic reports on the matters as requested.

5. Assist community school directors in the development of appropriate community school programs and involvement of relevant community agency resources.

6. Coordinate the involvements of all organizations and agencies which sponsor and/or conduct activities within the framework of the community school program.

7. Assist community school directors and principals in preparing annual budget requests for the program.

8. Serve as the communication link between the community schools and those public and private organizations which provide educational, recreational, and social services for the residents of areas served by designated community schools.

9. Facilitate understanding and working relationships between community school directors, principals, custodial staff, and other professional and classified employees of the district.

10. Arrange for periodic inservice training opportunities for community school directors.

11. Monitor community school program operations and conduct systematic evaluations of all programs and personnel involved while keeping principals informed as to its status and needs.

12. Interpret the aims and objectives of the community school program to the community at every opportunity.

13. Assist in the endorsement of established procedures of the school district or other agencies in whose facilities the community school program is conducted.

14. Seek and/or develop additional funding sources to supplement an expanded program of community education and services.

15. Perform other related duties and responsibilities as requested by the superintendent.

Work Schedule and Benefits

This person will frequently be called upon for night and weekend assignments. He or she will work on a variable schedule as approved by the superintendent.

Salary

The salary of this position will be commensurate with other district staff having comparable responsibilities, with similar education levels, and years of experience who are contracted for a similar length of time.

2. The Community School Director

This is a staff position, and the person will be directly accountable to the principal and community education coordinator. The director will be responsive to the advice of the community school advisory council. The community school director shall be responsible for the overall development, organization, operation, coordination, and evaluation of the community school program. This program will be based on interests and needs of the children, youth, and adults living within the service area of the community school. Under the supervision of the principal, this person will be responsible for recruiting, selecting, training, supervising, and evaluating all paid and non-paid staff members working within the optional curriculum of the community school program.

Qualifications

The community school director should have preparation and successful experience in one or more of the following human service areas: teaching, recreation leadership, youth leadership, community development, community education, adult education, or social work. The director of the community school should hold a bachelor's degree in one of the areas listed above.

Major Duties and Responsibilities

1. Become familiar with the social and economic structure of the community or neighborhood and apply this knowledge to program development.
2. Help facilitate the activities of the community school advisory council which reflects representation from the maximum number of community organizations, age levels, and socioeconomic groups.
3. Develop and operate an optional program which includes activities and involvements for children, youth, and adults.
4. Encourage the development of interagency cooperative efforts.
5. Promote, publicize, and interpret existing and planned programs to the school staff and the community.

6. Serve in an advisory capacity to the instructional staff in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.

7. Conduct periodic assessments of community needs and interest with the assistance of the community school advisory council.

8. Implement an ongoing evaluation plan.

9. Maintain complete and accurate records and reports of the overall community school programs.

10. Recommend an annual budget.

11. Arrange for periodic inservice training opportunities for community school staff including, but not limited to regular and community school teachers, program leaders, community school advisory council members, and the principal.

12. Assist in the enforcement of established procedure of the school district or other agencies in whose facilities the community school program is conducted.

13. Be present on the school premises when community school activities are in progress unless some other authorized person has assumed this responsibility.

Work Schedule and Budget

Each community school director, if assigned to a full-time position, will be expected to work a minimum of 40 hours per week. Those assigned for less than full time will be expected to work a proportionate amount of time per week. Since this person will frequently be called upon for night and weekend assignments, the individual will work on a variable schedule as approved by the principal.

Salary

The salary of this position will be commensurate with other district staff having comparable responsibilities, with similar educational levels, and years of experience who are contracted for a similar length of time.

a. Relationship to School Principal

In general, the community school director for a school has the same basic relationship to the school principal as do all other teachers. All of the planning and program development are subject to the approval of the principal. The principal is kept informed about community and program development. A good team relationship between the principal and director is essential to an effective community school program. In matters of scheduling, building use, and general organization, the director handles almost all of the load relative to the use of these.

b. Relationship to Other Staff Members

Much of the success of the community school director depends upon the relationship established with other members of the school staff. The director takes a regular position on school committees, attends all staff meetings, participates in all staff meetings, and participates in all staff social events. The director can do much to help the staff understand and accept the community school philosophy. Frequently, the community school director can help a teacher with a student problem by getting close to the student through some community school activity. The director may learn of materials and activities which can be used in supplementing classroom work. By bringing such matters to the attention of teachers, interest and strength can often be added to class activities.

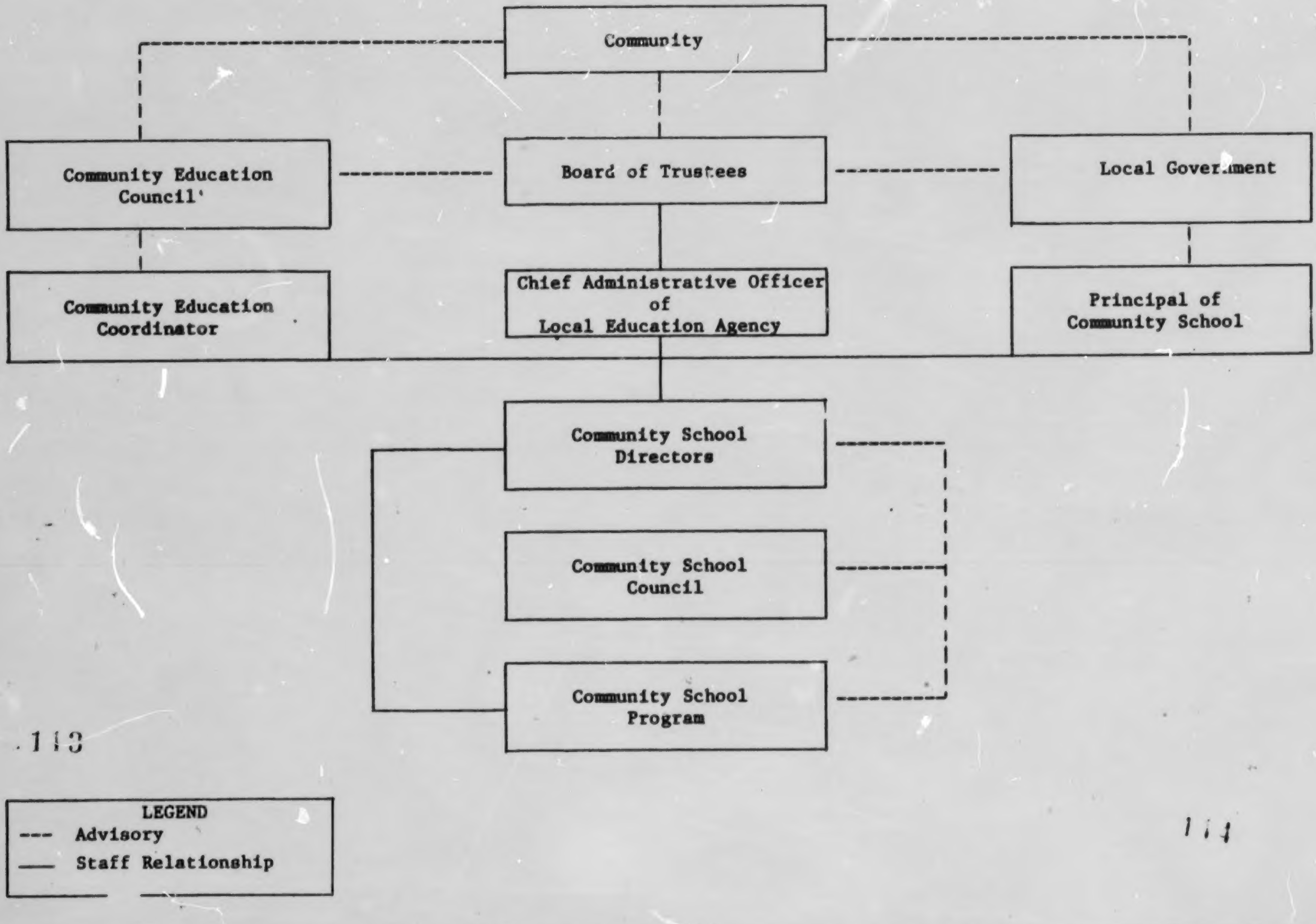
c. Relationship to the Maintenance Staff

The director should remember that maintenance staff members are responsible to the school principal. The director's relationship with the maintenance personnel should lead to mutual cooperation and understanding. This relationship can do much to make or break the effective leadership of the community school director. The wise director knows that maintenance personnel are important members of the community school team.

d. Relationship to Adult Education Coordinators

When the system is sufficiently large to require a director of adult education and coordinators for different fields, the community school director and the adult education coordinators should work closely together. They should form a cooperative team whose work results in the establishment of programs in the community schools. There should be no line and staff design which places either director or the adult education coordinator over the other. They must communicate with each other as often as necessary and keep all channels cleared so that neither puts the other at a disadvantage.

SAMPLE ORGANIZATIONAL CHART


Community
Community Education Council
Board of Trustees
Local Government
Community Education Coordinator
Chief Administrative Officer of Local Education Agency
Principal of Community School
Community School Directors
Community School Council
Community School Program
LEGEND
--- Advisory
— Staff Relationship

SAMPLE
DISTRICTWIDE COMMUNITY EDUCATION COORDINATOR DUTIES

I. COMMUNITY EDUCATION PROJECT PLANNING

- A. Planning process steps in the development of the project (developing, selecting, and scheduling) with community school directors
- B. Establish project policies - guidelines related to the operation of the project
- C. Meeting with advisory groups and interviewing key people in the economic, political, and educational structure of the community
- D. Fact-finding and community needs surveys
- E. Promoting interagency operation

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

- A. Preparation of newspaper and radio publicity for the promotion of the concept
- B. Arranging for promotional radio and television programs
- C. Personal talks before local groups
- D. Appearances on radio and television programs
- E. Acting as a discussion leader for promoting the community education concept
- F. Preparation and display of exhibits
- G. Planning public meetings
- H. Interpretation of community education concept to the public

III. RECRUITMENT AND CERTIFICATION OF STAFF

- A. Search for qualified community school directors
- B. Inservice training for all staff and advisory councils

IV. GENERAL ADMINISTRATION

A. Financial matters

1. Obtaining financial support
2. Approving expenditures
3. Preparation of budget
4. Preparation of financial reports for the local education agency and state use

B. Routine Operations

1. Correspondence
2. Telephone communication
3. Personal interviews
4. Preparation of routine reports

C. Special activities

1. Visitation of activities
2. Review of materials prepared by staff members
3. Leadership duties within local project

D. Participation in local school system staff meetings

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V. COORDINATION AND COOPERATION WITH OTHER AGENCIES

A. Consultant services in connection with other community projects
B. Developing cooperative projects with other agencies
C. Serving on community-wide committees as community education coordinator

VI. EVALUATION OF PROJECT

A. Review, analysis, and presentation of reports
B. Confer with participants and advisory councils
C. Periodic review of project in relation to emerging community needs
D. Continuous studies of community needs

VII. PROFFESSIONAL GROWTH

A. Attendance and participation in workshops
B. Reading professional materials
C. Attendance at state and national conferences
D. Authorship

SAMPLE
NEIGHBORHOOD OR CAMPUS COMMUNITY SCHOOL DIRECTOR DUTIES

I. PLANNING OF CAMPUS COMMUNITY SCHOOL PROGRAM

- A. Planning elements of the program (developing, selecting, and scheduling)
- B. Organization of new activities (including experimental developments)
- C. Meetings with advisory groups and interviewing key people in the economic, political, and educational structure of the neighborhood
- D. Fact finding and community needs surveys

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

- A. Preparation of newspaper and radio publicity
- B. Preparation and distribution of printed and mimeographed announcements
- C. Arranging for promotional radio and television programs
- D. Personal talks before local groups
- E. Appearances on radio and television programs
- F. Acting as discussion leader, moderator, etc., for other organizations
- G. Preparation and display of exhibits
- H. Planning public meetings or "open house" affairs
- I. Interpretation of adult and youth education programs to public school staff

III. RECRUITMENT AND CERTIFICATION OF STAFF

- A. Search for qualified leadership
- B. Interviewing prospective instructors and activity leaders
- C. Inservice training for K-12 staff and community school staff.

IV. GENERAL ADMINISTRATION

- A. Financial matters
  1. Preparing payrolls
  2. Approving expenditures
  3. Collection of fees
  4. Preparation of budget
  5. Preparation of claims for state and federal aid
- B. Supplies and equipment
  1. Control of inventory
  2. Selection of instructional materials
  3. Material request approvals
  4. Arrange for printing, repairs, and delivery of materials
- C. Office management
  1. Supervision of clerical personnel
  2. Maintenance of records and files
- D. Routine operations
  1. Correspondence
  2. Telephone communication
  3. Personal interviews
  4. Preparation of routine reports
  5. Arranging for registration

E. Special and miscellaneous activities
   1. Review of material prepared by staff members
   2. Leadership duties within local program
F. Participation in local school system staff meetings

V. TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

A. Group inservice training sessions for staff and advisory councils
B. Individual conferences with instructors and activity leaders
C. Preparation and review of training bulletins and materials
D. Visitation of activities

VI. COORDINATION AND COOPERATION WITH OUTSIDE AGENCIES

A. Consultant services in connection with adult and youth education programs of other community organizations
B. Developing cooperative programs with other agencies
C. Arranging special aspects of the public school adult and youth programs which require the cooperation of other organizations
D. Serving on organizational committees as result of local position as director of the community school program

VII. EVALUATION OF PROGRAM

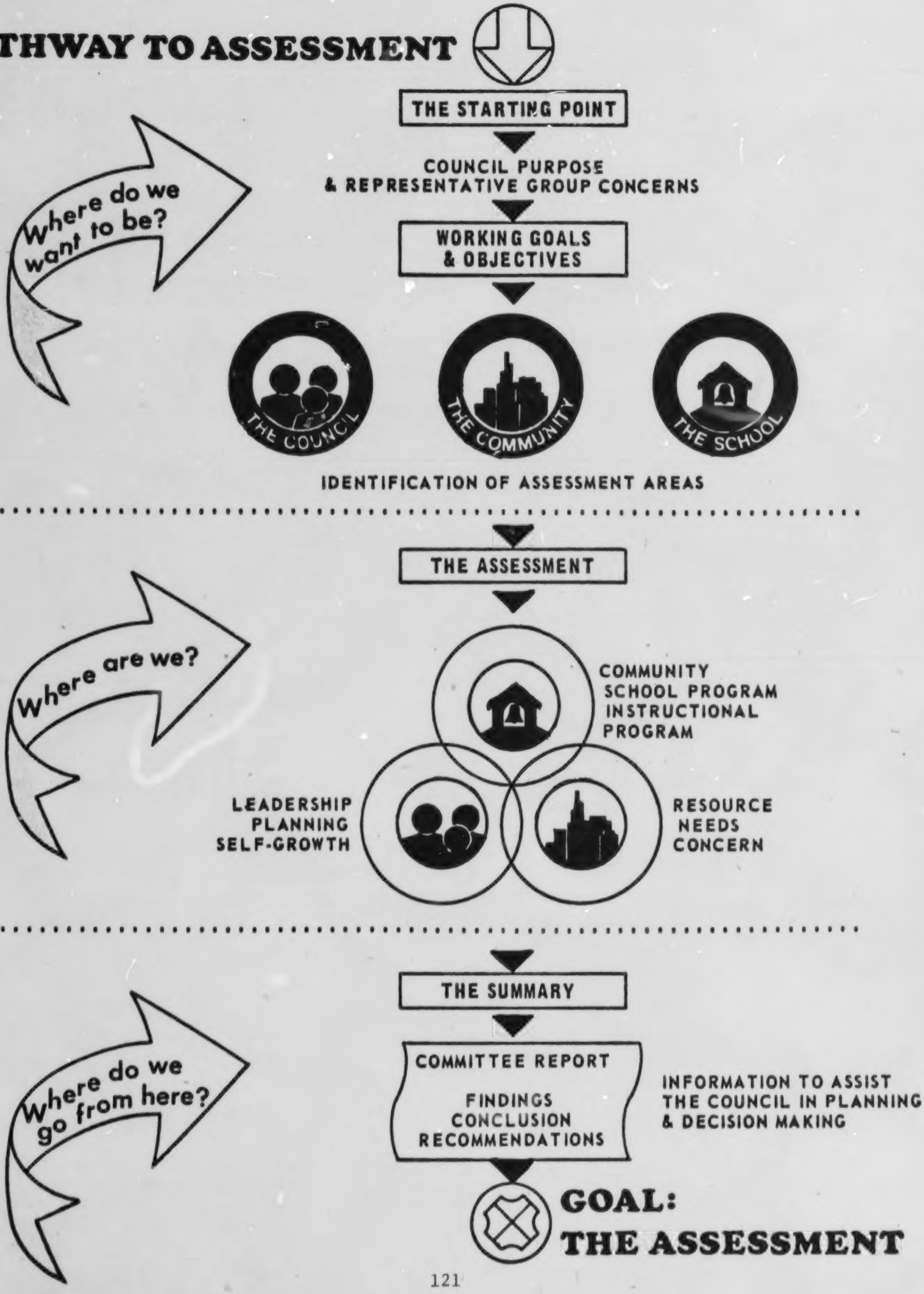
A. Review, analysis, and presentation of reports
B. Conferring with participants and advisory council
C. Survey and analysis of dropouts
D. Periodic review of program in relation to emerging neighborhood needs
E. Continuous studies of need (survey, etc.) planning and resource identification

VIII. PROFESSIONAL GROWTH

A. Attendance at state and national conferences
B. Attendance and participation in workshops
C. Reading professional materials

NEEDS ASSESSMENT IDEAS

PATHWAY TO ASSESSMENT



Where do we want to be?
THE COUNCIL
THE COMMUNITY
THE SCHOOL
Where are we?
Where do we go from here?

THE STARTING POINT

COUNCIL PURPOSE
& REPRESENTATIVE GROUP CONCERNS

WORKING GOALS
& OBJECTIVES

IDENTIFICATION OF ASSESSMENT AREAS

THE ASSESSMENT

COMMUNITY
SCHOOL PROGRAM
INSTRUCTIONAL
PROGRAM

LEADERSHIP
PLANNING
SELF-GROWTH

RESOURCE
NEEDS
CONCERN

THE SUMMARY

COMMITTEE REPORT

FINDINGS
CONCLUSION
RECOMMENDATIONS

INFORMATION TO ASSIST
THE COUNCIL IN PLANNING
& DECISION MAKING

GOAL:
THE ASSESSMENT

THE COMMUNITY ASSESSMENT

In order to gather information about a community, you first need to decide what you mean by community.

1. Does it include only those persons living in a specific area?

2. Does it also include those persons who work in that specific area?

3. How about those people who spend their recreation time in your area?

4. Does "your community" include representatives of agencies working in your area?

5. Other? (The assessment committee must be sure to use the same definition as the Council for "your community!")

REMEMBER: Your answer to these questions is your definition of "COMMUNITY" for this assessment.

Now take a look at your Council to see how it represents your community.

REPRESENTATION PROFILE

1. The Council voting membership includes:

_____ Parents
_____ Students
_____ Teachers
_____ Administrators
_____ Senior Citizens
_____ Feeder School Representatives
_____ Businesspersons with Community Businesses
_____ Church Leader Representatives
_____ Community Organization Representatives
_____ Community Agency Representatives

(A Council that has a wide range of types of leaders is likely to represent a broad range of viewpoints.)

2. The Chairpersons of the Standing Committees include:

_____ Parents
_____ Students
_____ Staff
_____ Senior Citizens
_____ Others

(Don't forget that no group can ever be completely representative and be sure to remember that "representative" does not necessarily mean a larger membership, but one that fits your community.)

3. Does the Representative Profile of your Council match the definition of "community"?

If so, your community assessment will be easier because you will have an already established contact with the many groups that make up "community." You will still need to gather community opinions or concerns.

YOUR ASSESSMENT

You have a definition of community and a profile of your Council. Now you are ready to look again at your concerns.

When the Council developed an assessment goal, you may have decided:

> "To find out what the community was concerned about."

OR

> "To gather information about traffic patterns in your community, specifically in relation to student safety to and from school."

OR

> "To gather information about the environment of your community, especially in terms of possible beautification of that environment."

Whatever your goal, the assessment committee should be able to answer the following questions about it before they begin the community assessment.

A LOOK AT YOUR ASSESSMENT GOAL

		YES	NO
1,	Is it clear what information is to be gathered?		
2.	Is there a need to pick indicators?		
3.	Is the information gathered likely to lead to immediate Council action?		
4.	Is the information gathered likely to lead to a Council strategy plan for coordination with some other agency?		
5.	Is the information gathered likely to lead to a Council report and recommendation to the school administration or city government?		

Some assessments will involve a "yes" response to all five questions. Other assessments will only involve "yes" to one of the questions. Either way, your answers will help you decide which community assessment routes to take.

ASSESSMENT: THE BEGINNING

THE SCHOOL ASSESSMENT

The first step in any school assessment must include interaction and discussion between staff and Council. Included below are discussion questions designed to assist you in exploring your school. The goal for this discussion must be: Opening up communication between communities and staff, not evaluating specific school programs or personnel.

SOME QUESTIONS TO EXPLORE
(with staff of your school)

A. INSTRUCTIONAL PROGRAM

1) What are the educational goals and objectives developed by the staff of your school?
2) How can the community help meet the educational objectives?
3) What is the trend in achievement?
4) What is the staff turnover? the student turnover?
5) What is the length of the experience of the staff?
6) How well do the students achieve after leaving the school?

B. COMMUNITY ACTIVITY PROGRAMS

1) What are the community activities programs and activities available in your school?
2) Which of the programs seem to have the largest attendance, most positive feedback, best response from the community?
3) How can the community help and support these programs as well as develop and support new activities?
4) Are members of the community with special talents used as leaders or resource people in these programs?
5) What is the relationship between community needs and the activities offered?

When these general questions have been discussed, your Council may wish to assess one area of the school more completely.

Developing A Survey

No communications system is complete without a two-way capability...from the sender to the receiver and back. A survey of public opinion is one of the best two-way mechanisms. It takes time, patience and know-how, but there is a good payoff in valuable data.

The best advice: Order the publication, "How to Conduct Low Cost Surveys," from the National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209; Cost: $4.75.

There are four kinds of surveys:

1. Face to face with professional or trained volunteer interviewers...best, most accurate...takes most time.
2. Telephone interviews by trained volunteers...fast, good, economical... good for more than six questions.
3. Mailed...reliable if you get 80% response...usually the "super for" or "super against" respond.
4. Written questionnaires for captive publics, such as school employees or students...high return is assured.

Tips on surveying:

1. Determine what you want to find out.
2. Write and refine the questions. Be sure you ask simple, clear questions. Avoid the open-end questions because they are hard to tabulate.
3. Test the questions on a select number of the audience you intend to sample.
4. Draw the sample. The number 384 from any population will give you 95% reliability. Be sure and draw alternates.
5. Train the interviewers. Have each one interview the other.
6. Set a deadline to complete the survey.
7. Tabulate survey using data or manual processing.
8. Report the results widely.
9. Send thank you notes to all who participated.
10. Act on the findings...surveys cannot be taken for show.

Be sure you ask multiple choice questions that can be computed.

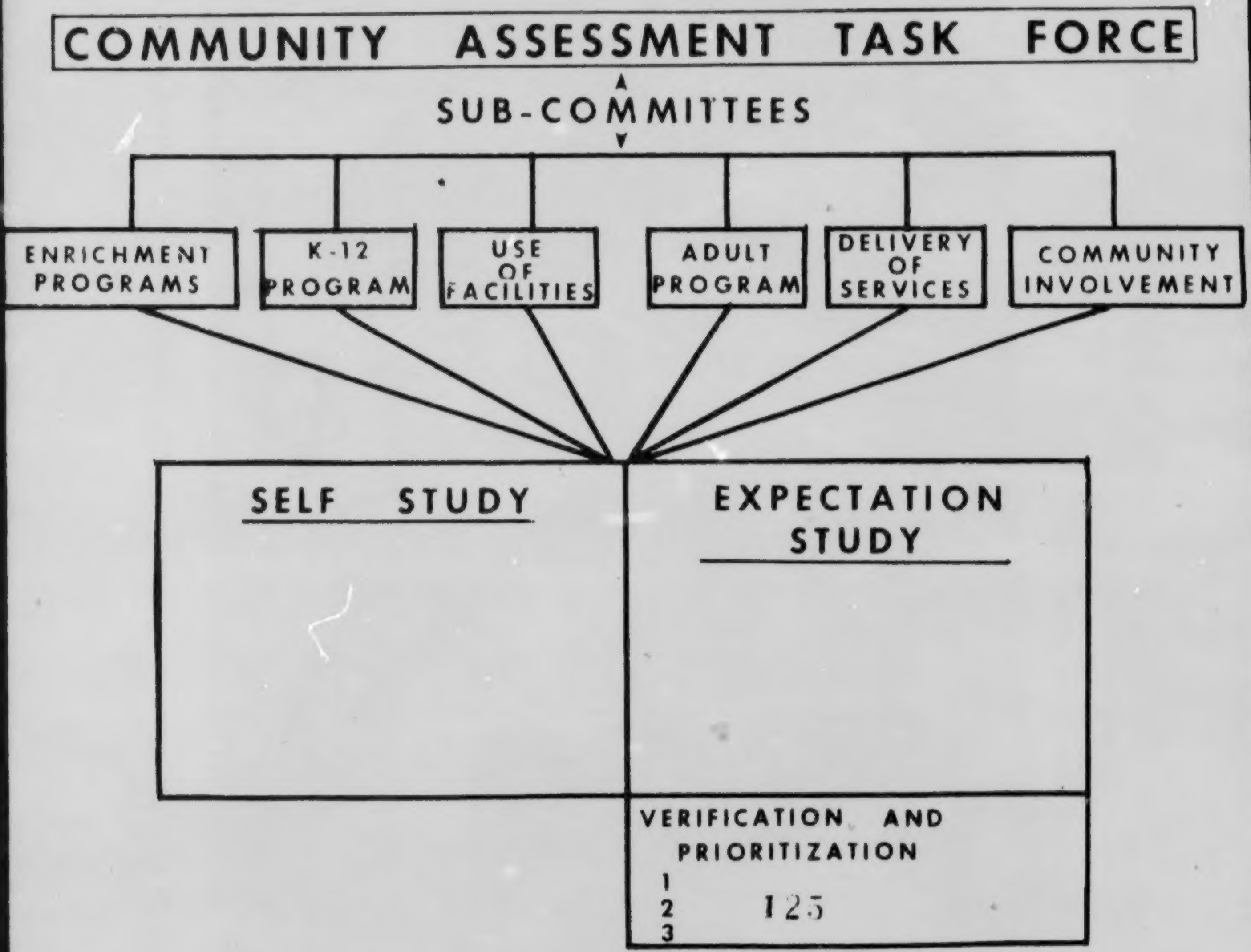
Be sure decision-makers affected by the survey are comfortable with the questions. Writing the questions is the hardest and most time consuming activity.

Report the results first to the body that authorized the survey.

Reconvene the volunteer interviewers for an evaluation of the survey instrument.

This is positive P.R. all the way. The public likes to be asked about its schools and community.

ORGANIZATIONAL CHART



COMMUNITY ASSESSMENT TASK FORCE

SUB-COMMITTEES

ENRICHMENT PROGRAMS

K-12 PROGRAM

USE OF FACILITIES

ADULT PROGRAM

DELIVERY OF SERVICES

COMMUNITY INVOLVEMENT

SELF STUDY

EXPECTATION STUDY

VERIFICATION AND PRIORITIZATION

1
2
3

SAMPLE
Community Education Survey Worksheet

The following areas should be discussed and decided upon at the first meeting of the survey committee:

I. Purpose

A. Why are we taking the survey?

B. What do we hope to find out?

C. What do we want to tell people?

(For discussion: general purposes)

D. Hope to find out wants of people, plan programs, select time and place of programs, special services needed (babysitting), what hobbies and skills people can teach.

E. Telling people school is open, why community education, restrictions of programs (leave a brochure or informational sheet)

II. Mechanics of Surveying

A. Writing the survey (GROUP ONE)

1. Make sure of purpose

2. Be aware of cost, ease of compiling, who will pull together the facts

3. Examine types of surveys

4. Decide who will fill out questionnaire--all ages, adults, etc.

5. Write survey instrument

6. Test on twenty people

7. Revise and print

B. Recruiting volunteers (GROUP TWO)

1. Determine how many homes will be contacted

2. Each volunteer should visit about ___ homes

3. Sources may be P.T.A., churches, civic or service clubs

C. Planning routes (GROUP THREE)

  1. Depends upon number of homes to be contacted and number of volunteers

  2. Split community into sections--assign leader

  3. Plan routes for each street and block

  4. Volunteers should follow assigned routes

D. Public Relations (GROUP FOUR)

  1. Inform media, make posters, set dates (1 week)

  2. Provide credentials for volunteers (letter of introduction, sample introduction speech)

  3. Provide supplies

    a. credentials

    b. questionnaires

    c. route maps

    d. large envelopes

E. Training volunteers (GROUP ONE, TWO, THREE, FOUR)

  1. Provide information about community education (film)

  2. Provide information on what is community education

  3. Review survey form question by question--make sure every volunteer understands "why" for every question

  4. Review route maps and need for following routes

  5. Review time schedule for survey, who is zone leader, where material is to be returned, several people to call to answer questions

  6. Review credentials

  7. Pick up materials (credentials, questionnaires, route maps, large envelopes)

SAMPLE

PROCLAMATION

WHEREAS, Community Education is the process of bringing a Community together with a common goal for Youth and Adult Programs, Health Programs, Recreational Programs, Vocational Programs, and Academic Programs; and

WHEREAS, Community Education is people working, learning, and growing together to create a better environment for all its citizens; and

WHEREAS, in Community Education, people become involved, communication increases, and a better community environment is created; and

WHEREAS, the Community Education concept is identified with all ages and groups,

NOW, THEREFORE, I, ______(NAME)______, by virtue of the authority vested in me as Mayor of the City of ______(NAME)______, in the State of Texas, do hereby proclaim the week of ______(DATE)______, as

COMMUNITY EDUCATION SURVEY WEEK

for the purposes as listed:

1. To identify wants and needs of the Community,
2. To identify major problems in the Community,
3. To communicate directly with the people to get opinions and suggestions for bettering the Community,
4. To determine programs to solve wants, needs, and problems, and
5. To establish priority programs for pre-schoolers to Senior Citizens.

In Witness Whereof, I have hereunto set my hand and caused the Seal of the City of ______(NAME)______, to be affixed at City Hall, this fith day of January, One Thousand Nine Hundred and Seventy Nine.

ATTEST:

____
Mayor

City of _______________________

____
City Secretary

Rockwall Community Survey Week...MAY 1–8

A PROJECT OF THE
ROCKWALL
COMMUNITY EDUCATION
ADVISORY COUNCIL

10 MINUTES OF YOUR TIME WILL PROVIDE USEFUL INFORMATION ABOUT OUR COMMUNITY TO HELP:

- CHURCHES
- SCHOOL
- CITY
- AND OTHER COMMUNITY AGENCIES

PLAN PROGRAMS THAT OUR COMMUNITY'S CITIZENS WANT AND NEED!

COMMUNITY SURVEYORS WILL WEAR A BADGE OF IDENTIFICATION.

THEY WILL VISIT AND SURVEY A SAMPLE 1,000 HOMES IN OUR COMMUNITY.

PLEASE HELP US! NO NAMES WILL BE REQUIRED ON THE SURVEY... JUST INFORMATION THAT WILL BE USED ONLY ON A GROUP BASIS.

SAMPLE
SURVEY PROCEDURES

This survey is being taken to help determine the problems, needs, and desires of the people of the ________________ area. We hope these needs and desires may be partially met through community education.

Each interviewer should have:

10 letters of introduction
10 copies of questionnaire
1 list of names and addresses of persons interviewed
10 questionnaire envelopes
1 name tag
1 map
10 pamphlets
1 survey procedure

Interview Steps

1. Determine names of persons interviewed.

2. Receive interview materials and be briefed on interviewing procedures.

Procedures for Interviewing

1. Introduction: "Good day (or evening). I'm ________________________ representing the ___________________ Community Education Committee. We are in the process of finding out the needs and desires of the people of the ___________________ area. This letter will explain our study." (At this time present the letter of introduction.)

2. At this time, if you have not previously arranged the time of interview, ask if it would be convenient to complete the interview now or at a time in the near future. If it is not convenient then, set a definite time within the next two days.

3. If you are refused entry or the person is very negative, thank them and go on to the next person on your list.

Before Completing the Questionnaire

1. Re-state that your purpose is only to find out information and opinions. You are not selling anything or representing any company.

2. State that the questionnaire is completely confidential. It has no name or identifying marks.

3. Allow the person a choice of (a) filling out the questionnaire by himself or herself or (b) having you ask the questions and record the answers. Either (a) or (b) is acceptable, but (a) is preferred.

4. State that the answers to the questionnaire will be used only to determine how community education may serve the people of ____________.

5. Answer any questions the interviewee may have. Be as forthright as possible. Do not be afraid to state that you do not know if a question is asked to which you do not have the answer. Invite them to call _________________________, Director of Community Education to find the answer to such a question. The phone number is on the letter of introduction.

6. If the person does not wish to respond to the questionnaire, thank him or her and leave courteously.

7. If the interviewee is agreeable, complete the questionnaire.

8. After completing the questionnaire, have the interviewee place the questionnaire in the envelope and seal it.

9. Thank the interviewee and go on the the next name on the list.

Some Interview Tips

1. Be courteous at all times. If the interviewee becomes negative, argumentative or abusive, simply leave as quietly as possible. Attempt to show the person the importance and non-obligation of the questionnaire, but do not argue or "talk back" to the interviewee.

2. Do not leave the questionnaire to be mailed in or picked up later. State that the questions will take only a few minutes to answer and you would prefer either to wait or to return at a later time to have the interviewee respond to the questionnaire.

3. Tell the interviewee that he or she was selected at random--that the individual's name was in a sense "picked from a hat" containing the names of all the people in the _______________________________ area.

4. Interview only one person per household, either a man or woman. If there is a person between 16 and 21 in the home who is not in school, he or she may be interviewed in lieu of an adult.

5. Make the respondent feel his or her answers to the questionnaire are important to the study. Some of the questions may seem unimportant, but they have been carefully selected to help determine the needs and desires of the community.

6. If a respondent objects to answering or is unable to answer any specific question, simply allow him or her to skip that item and complete the rest of the questionnaire.

7. Try to conduct the interview in a quiet place. Suggest a room where a TV is not on, etc.

8. If you ask questions, recite them exactly as written. If the respondent asks "What does this mean," say "Please answer as best you can on the basis of what the question means to you."

9. State that further information on community education will be appearing in the papers or on the radio or television. Persons may call the Community Education Office at ______________________.

10. The cost of each activity will be determined by the number of participants, type of activity, and etc. Each program will be made as inexpensive as possible. Rarely will an activity cost more than $10. Most programs run 3-12 weeks.

11. Community education will not interfere with any existing programs or agencies. Every effort will be made to cooperate with the Boys Club, YMCA, churches, agencies, etc.

Good luck. If you have questions, contact your team leader.

bay city community education

May 12, 1975

TO WHOM IT MAY CONCERN:

The bearer of this letter is a citizen of Bay City and has volunteered his/her time in order to help the Bay City Independent School District conduct its Community Education Survey. I'm sure that as a resident of Bay City you appreciate this generous service just as I do, and will respond accordingly.

The purpose of the survey is to assess the needs, interests, desires, and resources of our community in order to plan an educational, cultural, medical, and recreational program of classes and activities that is tailored to these needs. Full community participation in this survey is vital to the Community Education program that is planned for the fall.

Let me take this opportunity to thank you in advance for your cooperation with us in order to make our Community Education Survey as valid and comprehensive as possible.

Sincerely,

John Briggs

Dr. John Briggs

JB/rt

mrs suzy thompson
director
p o box 631
bay city texas 77414
(713) 245-5766

bay city
independent school district
dr john briggs
superintendent

community education

bay city

SURVEY VOLUNTEER

SURVEYOR ____________________ **CHAIRMAN** _______________

TELEPHONE ____________________ **AREA NO.** _______________

ADDRESS ____________________

BAY CITY, TEXAS

Community Education Interest Survey

MASTER LIST OF RESIDENTS SURVEYED

RESIDENTS SURVEYED

1. Name ______________________________ Time ____________
2. Name ______________________________ Time ____________
3. Name ______________________________ Time ____________
4. Name ______________________________ Time ____________
5. Name ______________________________ Time ____________
6. Name ______________________________ Time ____________
7. Name ______________________________ Time ____________
8. Name ______________________________ Time ____________
9. Name ______________________________ Time ____________
10. Name ______________________________ Time ____________

Surveyor's Record Sheet

This is only for your personal use and will not be turned in to your captain. It will help you keep "tabs" on your surveying.

	Residents to be surveyed	completed	not at home	return to complete	appointment to call back
1.	Name Address Ph. No.				
2.	Name Address Ph. No.				
3.	Name Address Ph. No.				
4.	Name Address Ph. No.				
5.	Name Address Ph. No.				
6.	Name Address Ph. No.				
7.	Name Address Ph. No.				
8.	Name Address Ph. No.				
9.	Name Address Ph. No.				
10.	Name Address Ph. No.				
11.	Name Address Ph. No.				
12.	Name Address Ph. No.				
13.	Name Address Ph. No.				
14.	Name Address Ph. No.				
15.	Name Address Ph. No.				

WEATHERFORD COMMUNITY EDUCATION
COMMUNITY SURVEY

Area
_____

1. Sex
_____Male
_____Female

2. Race
_____White
_____Black
_____Chicano
_____Other _______________

3. How long a resident
of Parker County?
_____Less than 1 year
_____1 to 4 years
_____4 to 10 years
_____over 10 years

4. Do you own or
rent your home?
_____Own
_____Rent

5. Age
_____18 or less
_____19 to 40
_____41 to 60
_____61 or over

6. Number of children in household
in Weatherford Public Schools
_____None
_____Bowie
_____Crockett
_____Stanley
_____Travis
_____Middle School
_____High School

7. Have you or any of your household
participated in any community
education activities?
_____Yes
_____No
_____Not sure

Questions about the Weatherford Public Schools (Please be specific and give examples where possible.)

8. In your opinion, what educational programs of the Weatherford Public Schools are successful at the present time?

9. What do you think the Weatherford Public Schools are now doing that could be done better?

10. What do you think the Weatherford Public Schools are not presently doing that should be done?

11. What do you think the Weatherford Public Schools are now doing that they should not be doing?

12. How important do you think community education is to our community?

_____extremely important   Comment:
_____fairly important
_____of little importance
_____of no importance
_____not aware of CE

13. What programs or activities would you like to see community education offer in the future?

Special Issue Questions

Place any comments in empty space to right of answer

14. Do you feel that efforts to attract "clean" industry to Weatherford should be continued?

_____Yes
_____No
_____Undecided

15. In your opinion, is Weatherford's present rate of growth too slow, satisfactory, or too fast?

_____too slow
_____satisfactory
_____too fast
_____undecided

16. If a bond election were called to finance the construction of a municipal complex, what items do you think should be included? (Check all that apply)

_____city council meeting room
_____administrative offices
_____police office space
_____fire station
_____municipal (city) courtroom
_____other _______________
_____no bond election should be called

17. Do you feel that Weatherford needs a "low-cost" or free public health clinic with fees based on the patients' ability to pay?

_____Yes
_____No
_____Undecided

18. Do you think a bond election should be called to finance the building of storm sewers in areas where drainage is a problem?

_____Yes
_____No
_____Undecided

Questions About the Community

19. What do you think are the biggest problems facing the citizens of Weatherford?

20. Please give Weatherford a grade in the areas shown below. (Use the traditional grading system shown at right.)

A - superior
B - above average
C - average
D - below average
F - totally unacceptable
NR - no reply

a. _____parks and recreational facilities
b. _____library services
c _____recreation for pre-teenagers
d. _____recreation for teenagers
e. _____recreation for adults
f. _____services for elderly
g. _____adult education
h. _____mental health and counseling services
i. _____public schools
j. _____vocational or job training
k. _____child-care services
l. _____medical services and facilities
m. _____county extension office services
n. _____availability of good jobs within the community
o. _____long-range community planning
p. _____law enforcement
q. _____fire protection
r. _____street conditions
s. _____building and sanitation code enforcement
t. _____garbage collection
u. _____water service
v. _____animal control
w. _____electrical service
x. _____ambulance service
y. _____acceptance of newcomers
z. _____banking services

21. Do you have any suggestions as to how to improve any of the areas above?

22. Do you know of a particular problem or hazard in your neighborhood which City Hall should correct? (include location)

April 1979

CROWLEY SCHOOL DISTRICT
COMMUNITY EDUCATION SURVEY

The answers received from this survey will be used for STATISTICAL PURPOSES ONLY with the exception of those areas where you volunteer.

1. What is your occupation?____
   What is your spouse's occupation?_______________________________________

2. Ethnicity: a. American Indian _____ d. Hispanic _____
   b. Asian or Pacific Islander _____ e. Caucasian/White _____
   c. Black _____ f. Other (describe) _____

3. Please check your estimated combined income:
   _____$6,500 to $10,000 _____$20,000 to $30,000
   _____ $10,000 to $20,000 _____$30,000 to $40,000

4. Circle highest level of education attained:
   Husband/Father 0 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 Adv. Degree
   Wife/Mother 0 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 Adv. Degree

5. Do you own or rent your home? Own _____ Rent _____ If you own your home, what is the approximate value? $ __________

6. How long have you lived in the Crowley School District? Check one:
   0-1 yr. _____ 2-5 yrs. _____ 6-10 yrs. _____ over 11 yrs. _____

7. What prompted your move to the Crowley School District?
   _____ Quality Schools _____ Quality Housing
   _____ Suburban Atmosphere _____ Employment
   _____ Other

8. Please indicate the number of children living in your household in the following age groups by circling the appropriate number:
   a. 0 to 3 yrs. old 0 1 2 3 4 5
   b. 4 to 5 yrs. old 0 1 2 3 4 5
   c. 6 to 12 yrs. old 0 1 2 3 4 5
   d. 13 to 15 yrs. old 0 1 2 3 4 5
   e. 16 to 18 yrs. old 0 1 2 3 4 5
   f. 19 to 21 yrs. old 0 1 2 3 4 5

9. Do you have children in kindergarten to twelfth grade?
   Yes _____ No _____ If yes: Private _____ Public _____

10. Please circle the number of school age children living in your household NOT attending school.
    0 1 2 3 4 5 age _____

11. Please circle the number of adults living in your household, excluding yourself and your spouse, according to age group:
    a. 18 to 24 0 1 2 3 4 5
    b. 25 to 34 0 1 2 3 4 5
    c. 35 to 44 0 1 2 3 4 5
    d. 45 to 54 0 1 2 3 4 5
    e. 55 to 59 0 1 2 3 4 5
    f. 60 and over 0 1 2 3 4 5

12. Please give your opinion of the GRADING SYSTEM currently in use in the Crowley Public Schools.

Elementary	Satisfied _____	Dissatisfied _____
Middle School	Satisfied _____	Dissatisfied _____
High School	Satisfied _____	Dissatisfied _____
No Children in School _____		

13. How would you grade the Crowley School System? Circle the appropriate grade.
A B C D F

14. Would you be interested in having your child participate in a supervised after school activity time from 2:30 - 5:00 p.m.? Yes _____ No _____

15. Would your child participate in the after school activity time? Yes _____ No _____

16. Please indicate how often you or members of your family participate or attend the following:

	Actively	Occassionally	Never
a. PTA	_____	_____	_____
b. Community Education Classes			
Scheduled	_____	_____	_____
Special Events (July 4th, Thanksgiving, etc.)	_____	_____	_____
c. School Athletic Events	_____	_____	_____
d. School Open House	_____	_____	_____
e. Clubs (Lions, Civic, Garden, etc.)	_____	_____	_____
f. Church	_____	_____	_____
g. City Council Meetings	_____	_____	_____

17. On the average, how many days/evenings a week are you involved in activities, excluding employment and education, outside the home. (Schools, clubs, meetings, church, etc.) Circle one. 1 2 3 4 5 6 7

18. Did you vote in the last election? Yes _____ No _____

19. What classes or activities would you like to see added to the Community Education Course offerings? Please indicate if you would like to teach.

_____ARTS AND CRAFTS (Such as drawing, candlemaking, oil painting, photography, rocks, minerals, etc.) _____________________

_____BEAUTIFICATION (Such as landscaping a home, flower and shrubbery arrangement, indoor room designing, antiquing furniture, etc.) _____________________

_____BUSINESS EDUCATION (Such as typing, shorthand, income tax, salesmanship, buying a home, managing money, etc.) _____________________

_____CAREER DEVELOPMENT (Such as nursing, computer skills, medical and dental technology, counseling, medical or legal advice, etc.) _____________________

_____FOOD PREPARATION (Such as candy making, cake decorating, baking, foreign ment, etc.) _____________________

_____INDUSTRIAL-TECHNICAL (Such as drafting, furniture repair or upholstering, metal and wood, small engine repair, etc.) _____________________

_____MUSIC, SPEECH, OR DRAMA (Such as public speaking, plays, voice and singing, instrumental music, guitar, etc.) _____________________

_____RECREATIONAL SKILLS (Such as dancing, gymnastics, golf, physical fitness, bridge and other card games, chess, ping-pong, etc.) _____________________

_____BASIC EDUCATION SKILLS (Such as GED, creative writing, math, remedial reading, speed reading, etc.)_____

_____ANY OTHER NOT MENTIONED ABOVE (Please specify)_____

20. What do you feel are the major problems in your neighborhood?
    a. Motor traffic_____
    b. Pedestrian traffic_____
    c. Traffic control devices_____
    d. Vandalism_____
    e. Unemployment_____
    f. Housing_____
    g. City Services_____
    h. Streets_____
    i. Crime_____
    j. Noise Pollution_____
    k. Drugs_____
    l. Other_____

21. Are you willing to be involved in some aspect of city (county) government?
    a. Observer _____
    b. To donate one night a week/month _____
    c. To serve on a committee or board _____
    d. Other _____ _____

22. How do you rate the present city government?
    _____Excellent _____Good _____Fair _____Poor

23. How do you rate the following services?
    Ambulance: _____Excellent _____Good _____Fair _____Poor
    Fire Dept.: _____Excellent _____Good _____Fair _____Poor
    Garbage Pickup: _____Excellent _____Good _____Fair _____Poor
    Police Dept.: _____Excellent _____Good _____Fair _____Poor
    Utilities: _____Excellent _____Good _____Fair _____Poor

24. Some communities are: primarily residential _____
    primarily industrial _____
    a mixture of residential, commercial, and industrial _____
    Which of the above would you like to see the makeup of your community?

25. How often do you use your city (county) parks?
    _____Frequently _____Seldom _____Never

26. How do you rate the city (county) parks?
    _____Excellent _____Good _____Fair _____Poor

27 Do you think additional park sites are needed? _____Yes _____No

28. What facilities and equipment would you like to see included in future parks?
    Comment:_____
    _____
    No comment: _____

29. Would you be interested in helping Crowley Schools establish groups such as:
   a. Collections (coins, stamps, photography, etc.) ______________
   ____
   b. Crafts (Needlepoint, knitting, pottery, etc.) ______________
   ____
   c. Sports (Tennis, bicycling, jogging, etc.) ______________
   ____
   d. Music (Community choir, community band, etc.) ______________
   ____

30. Would you be interested in the formation of activities for single parents?
_____Yes _____No If yes, _____non-denominational _____church group
_____independent organization _____other (please specify__________________)

31. Which of the following services would you like to see offered to the citizens of your community? (Check as many as applicable)
_____a. Low cost meals for those unable to prepare for themselves
_____b. Legal and business assistance for those in need
_____c. Telephone calls for those living alone
_____d. Transportation for those unable to drive
_____e. Other (specify) ______________________________
_____f. None

32. If you had additional information, would you be interested in volunteering for any of the following to serve those in your community?
_____a. Meals on wheels
_____b. Telephone reassurance
_____c. Driver assistance
_____d. Others (specify) ______________________________
_____e. Not interested

33. If you are 60 years old or older, have you attended a senior citizens meeting? (i.e., Golden Eagles, AARP) _____Yes _____No _____Not Applicable
If no, why? ______________________________

34. By which means are you most informed about community news and activities? (Circle two)
a. Newspaper
b. Mailers
c. Store Posters
d. Circulars
e. Word of Mouth
f. Radio-TV
g. Other __________
____

35. By which means are you most informed about Community Education activities? (Circle two)
a. Newspaper
b. Mailed brochures
c. Store Posters
d. Circulars
e. Word of Mouth
f. Notes from school
g. Other __________
h. Radio/TV

36. What route do you use when going to and from work? ______________________________
____

37. How can the Crowley Public Schools best serve you and your family? ______________
____

Pharr-San Juan-Alamo
Community Education Survey
1979

Atención: La información que le pedimos en este questionario nos dará una base para formular un programa de educación para la Comunidad que se ofrecerá durante el año escolar 1979-1980. Areas de interés que usted indique no lo obligan de ninguna manera a que se registre o enseñe algun curso.

Sus opiniones tocante nuestras escuelas y vida en la comunidad son importante para nosotros y sinceramente le pedimos su honesta y candida opinión. Sin embargo todas las preguntas se le ofrecen en una base voluntaria y se guardarán en confiansa. Su tiempo y cooperación en completar este questionario es apreciado.

Heraldo H. Pena
Director de Community Education

****

1. Cuál es su occupación?
   ____1) Profesional, Gerencia, Administrativo, técnico
   ____2) Vendedor o dependiente
   ____3) Artesano o mayordomo
   ____4) Laborero
   ____5) Sin empleo
   ____6) Ama de casa
   ____7) Retirado
   ____8) Otra ________________

2. Indique el número de niños que viven en su casa en los siguiente grupos circulando el número apropiado.

Grupo de Edad	Circule Número					
0-3 años	0	1	2	3	4	5+
4-5 años	0	1	2	3	4	5+
6-12años	0	1	2	3	4	5+
13-15años	0	1	2	3	4	5+
16-18años	0	1	2	3	4	5+

3. Cuantos niños de las edades 16 a 18 años viven en su casa y no atienden la escuela?

   0 1 2 3 4 5+

4. Cuantos adultos viven en su casa a grupos de edad?

Grupos de Edad	Circule Número					
18-25 años	0	1	2	3	4	5+
26-35 años	0	1	2	3	4	5+
36-45 años	0	1	2	3	4	5+
46-55 años	0	1	2	3	4	5+
56-60 años	0	1	2	3	4	5+
61+						

Favor de completar las siguientes preguntas:

NOMBRE:
Sr.
Sra.
Srta.______________________________

Teléfono Residencia______________

Oficina________________________

Domicilio:____
____

6. Indique el grado educacional mas alto que completó:

Esposo o Padre	____1) menos de 8 anos	____1)	Esposa o Madre
	____2) 8-12, no graduado	____2)	
	____3) graduado de secundaria	____3)	
	____4) algo de colegio	____4)	
	____5) graduado de colegio	____5)	

7. Cuanto tiempo ha vivido en pueblo? ____________________.

____1) 0-1 año
____2) 2-5 años
____3) 6-10 años
____4) 11+ años

Cuales de las actividades siguientes tomaría ud. o algún miembro de su familia si se ofrecieran?

8. RECREACION Y ACTIVIDADES DEPORTIVAS

____1) Bridge/Asedrez
____2) Baile
____3) Tenis
____4) Béisbol/Volibol
____5) Bicicleta
____6) Precaución al Navegar
____7) Yoga
____8) Basketbol
____9) Pesca
____10)Precaución al casar
____11)Adelgasar
____12)Golfo
____13)Otro - ____________________

9. MANEJAMIENTO DEL HOGAR Y HABILIDADES DOMESTICAS

____1) Reparación de motores chicos
____2) Reparación de techos
____3) Plomería
____4) Reparación de asuntos de hogar
____5) Jardinería
____6) Tapicería
____7) Reparación de herramienta eléctrica
____8) Reparación y acabado de muebles
____9) Decoración de pasteles
____10)Otro ____________________

10. CURSOS PARA MEJORAMIENTO DE TRABAJOS

____1) Maquinografía
____2) Taquigrafía
____3) Máquinas de oficinas
____4) Tenedor de libros
____5) Proceso de computación
____6) Contador
____7) Diseñador
____8) Dibujo mecánico
____9) Entrenamiento en ventas
____10)Carnicería
____11) Cuidado de ganado
____12) Cosecha de huertos
____13) Cosecha de ______________
____14) Español como segunda lengua
____15) Declamación
____16) Habilidad en comunicaciones
____17) Lengüage de negocios
____18) Manejamiento de personal en negocios
____19) Otro ____________________

11. CURSO DE ENRIQUECIMIENTO

____1) Improvisar la lectura
____2) Escritura creativa o artística
____3) Financiamiento familiar
____4) Planear los bienes
____5) Proceder de impuestos
____6) Manejando su tiempo
____7) Estudio Bíblico
____8) Periodismo
____9) Manejando su cuenta de banco
____10)El sistema métrico
____11)Financiamiento escolar
____12) Como hacer prendas de adorno
____13) Pinturas en aceite
____14) Diseño básico de arte
____15) Decoupage
____16) Hacer colchas
____17) Arte en piel
____18) Tejer/crochet
____19) Guitarra
____20) Trabajo en madera
____21) Otro ____________________

12. EDUCACION MEDICA Y RELACIONES HUMANAS

____1) Clases para padres que esperan niños
____2) Como detectar cancer
____3) Prevenir accidentes
____4) Educación de abuso de drogas
____5) Salva vidas (resusitación)
____6) Primeros auxilios
____7) Comunicaciones en matrimonio
____8) Seminario para viudo/viuda
____9) Consejos para jóvenes
____10) Higiene (Hygiene)
____11) Como cuidar niños
____12) Padres eficientes
____13) Seminario para divorciados
____14) Como anda mi corazón?
____15) Salud mental
____16) Nutrición
____17) Control de la natalidad
____18) Otro ______________

13. Generalmente, que hora del día sería más conveniente para participar en una clase?

____1) Por la mañana
____2) Por la tarde
____3) Por la noche
____4) Cualquier hora
____5) Ninguna hora
____6) No interesa

14. Qué día o días son mejor?

____Lunes
____Martes
____Miércoles
____Jueves
____Viernes
____Sábado

15. La mayoría del tiempo necesitaría alguien para cuidar sus bebé(s)?

____ Sí ____ No ____ No se aplica

16. Interesa en participar en cualquiera de los siguiente?

Coro de la comunidad ____ Sí ____ No
Banda de la comunidad ____ Sí ____ No
Teatro de la comunidad ____ Sí ____ No

17. Favor de poner una X en frente de cualquier programa o actividad de los siguientes en cual usted interesa servir como voluntario por parte de su tiempo.

____PTA
____Concilio para educación de la comunidad
____Niña guia (Girl Scout)
____Niño guia (Boy Scout)
____Cubs or Brownies
____Clubs para jóvenes de 13-19 años
____Actividades recreasional para niños
____Actividades recreasional para niñas
____Otras actividades de la comunidad
____Clases para adultos
____Ciudadanos de mayor edad
____Programa para niños de 3-4 años
____Tutor (enseñar)
____Otro (favor de indicar)
____
____

18. Favor de rodear el día o días los cuales usted pudiera asistir en cualquier actividad que usted indicó en pregunta número 16 y 17.

L M M J V S

19. Estaría usted o alguien que usted conoce interesado en enseñar classes en el Programa de Educación para la Comunidad? _____Sí ____No

Qué area? ______________________ Nombre ______________________

20. Ve usted o miembros de su familia el Canal 2 en la televisión?

___Sí ___No ___No tiene cable

Porqué? ______________________________

21. Si pudiera ver televisión de cable, tendría interés en ver lo siguiente sobre el Canal 2?

Eventos especiales de niños escolares	___Sí	___No
Actividades de clase de niños escolares	___Sí	___No
Pláticas tocante las personas y las actividades de la comunidad	___Sí	___No
Pláticas sobre la salud personal y familiar	___Sí	___No
Clases de lectura	___Sí	___No
Nuevas y anuncios escolares	___Sí	___No

22. Para los programas que interesa en ver (si tubiera cable) que hora del día sería mejor?

___Por la mañana
___Entre la 1 y las 5
___Ha mediodía
___Entre las 7 y las 10

23. Aprovecha usted o miembros de su familia las facilidades de la biblioteca?

___Sí ___No

24. Si las aprovecha, las ha usado para los siguiente:

___Novelas
___Historias
___Libros de referencia
___Libros de niños
___Cualquier otra cosa
____

25. De la siguiente lista, seleccione los artículos que usted crea necesitar más atención, mejoras, o expansión.

___Vandalismo
___Gobierno de la ciudad
___Tráfico
___Semáforos y anuncios
___Escuela primaria
___Escuela vocasional
___Escuela secundaria
___Falta de empleo o ocupación
___Viviendas
___Servicios de la ciudad
___Servicios de salubridad
___Calles o avenidas
___Crimen
___Programas juveniles
___Fumigación contra la rata
___Peligros contra incendios
___Parques de la ciudad y diverciones
___Departamento policiaco
___Alcolismo
___Abuso de drogas
___Otro ______________________

Gracias por su tiempo.

Division of Special Programs
Office of Title VII
South Park Independent School District
Beaumont, Texas

SAMPLE

COMMUNITY EDUCATION YOUTH INPUT SURVEY

The South Park Independent School District is considering developing a community school program after school hours. The program will include mini-courses or limited individual sessions to make students, parents and community members more knowledgeable and informed about specific areas of interest. This questionnaire is designed to determine if you feel that there is a need for this kind of program and if so, what specific courses should be developed. Please indicate your responses after each question.

1. Do you feel that there is a need in your city for a Community School Program? Yes _____ No _____

2. Have your parents indicated an interest in returning to school or taking special courses in specific areas of interest? Yes _____ No _____

3. What special areas do you feel would be of most interest to them? (Please list.)

4. Do you feel that the community would support and attend a Community School Program? Yes _____ No _____

5. Do you feel that your friends would support and attend this program? Yes _____ No _____

6. Indicate areas of interest that you feel your friends would like to learn about. (Please list.)

7. Do you feel that you would be interested in attending special classes after school hours? (example: photography, auto mechanics, arts and crafts, vocational) Yes _____ No _____

8. What kinds of special classes do you feel would be of most interest to you? (Please list your special interests.)

9. Do you feel that it would help you to receive special tutoring in specific areas? (example: mathematics, reading, science)
Yes _____ No _____

10. Indicate the areas in which you feel you would want tutoring assistance. (Please list.)

11. What kinds of cultural activities would be of interest to you? (Please list.)

12. What kinds of organized recreational activities would you like to participate in after school hours? (Please list.)

13. What would you like to learn about industry? (Please list.)

14. What would you like to learn about business? (Please list.)

15. What would you like to learn about government? (Please list.)

16. What neighborhood, school, or community problems (other than educational) do you think have the most urgent need of attention, improvement, or expansion? Please identify and be specific.

SAMPLE

TEACHER POLL

______________________________ SCHOOL

(To be distributed to the teachers in your school)

A. GRADE LEVEL: Upper Elementary ________________________
Lower Elementary ________________________
Junior High ________________________
Senior High ________________________

B. YEARS IN TEACHING: ____________

C. Which aspects of the physical environment of our school would you like to see improved?

D. Which aspects of the educational program in our school do you feel is most successful?

E. Is there an area of the curriculum for which you would especially like to use community resources or community service?

F. How would you rate parent involvement in the classroom?

Very important for the students. ________

Somewhat important for the students. _________

Not important. __________

G. Please rate these possible volunteer projects in their order of importance for your classroom program.

_____ Record Keeping (Example: Recording Test Results)
_____ Instructional Materials Preparation (Example: Flashcards)
_____ Environment Preparation (Example: Bulletin Boards or Interest Centers)
_____ Playground Supervision (Example: Small Group Games)
_____ Leading Small Group Activities (Example: Reading Aloud)
_____ Talent or Interest Sharing (Example: Vacation Experience, Travel Pictures)
_____ Other

SAMPLE
COMAL COUNTY
BUSINESS AND INDUSTRY SURVEY

Firm Name: ____

Address: ______________________________ Phone No. __________

Name of Person Interviewed: ______________________________

Position: ____

Type of Business or Industry:

- ____Agriculture
- ____Mining
- ____Retailing
- ____Contracting
- ____Utilities
- ____Education
- ____Manufacturing, Product: ______________________________
- ____Wholesaling, Merchandise: ____________________________
- ____Service, Type: ______________________________________
- ____Government
- ____Health Related
- ____Finance
- ____Insurance
- ____Real Estate
- ____Other

How many people are employed here? ____________________________

When you hire people, what kind of educational qualifications must they have?

A. ____ Professional
B. ____ Some Graduate School
C. ____ 4-Year College Degree
D. ____ 1-3 Years of College
E. ____ High School Graduate
F. ____ 10-11 Years of School
G. ____ 7-9 Years of School
H. ____ 4-6 Years of School

What percentage of your employees are male? ______________________

Is experience required? Yes ______ No _______

If yes, how many years of experience are required? ______________

Is the experience required specific? ______ or related _______?

How do you obtain your employees?

- ____ Advertising
- ____ Walk-ins
- ____ Employment Service
- ____ Public Schools
- ____Friends and Relatives
- ____Colleges and Junior Colleges
- ____Vocational-Technical Schools
- ____Other

Which of the above is your primary source? ______________________

Does your firm have any problem finding qualified employees? Yes ___ No ___

If yes, what specific jobs? ____

Assuming the present economic condition improves, how many additional employees do you plan to hire each year for the next five years?

1975 ____ 1976 ____ 1977 ____ 1978 ____ 1979 ____

Approximately how many of your present employees do not have a high school diploma or its equivalent? __________________

New Employees

Does your firm have a training program for new employees? Yes ___ No ___

If yes, who is responsible for the training? ________________________

Could the training for new employees be done by an educational institution if the proper equipment and teachers were available? Yes _____ No _______

Would you like to see your prospective employees training in a particular skill? Yes _______ No _______

If yes, for what skills would you want them trained? ________________
____

Would you or your representative participate in establishing objectives and guidelines for training programs offered by educational institutions?

Yes ________ No ________

Do you have a high rate of turnover in your entry level employees?

Yes ________ No ________

If yes, do you feel that prior training would prevent or reduce the turnover?

Yes ________ No ________

Current Employees

Do you currently have employees who need additional training for their present job? Yes ______ No ______

If yes, in what areas of additional training would you be interested?

____
____

If training was available through a school, technical school, or college, would you send or encourage one of your employees to attend a course in the training areas you mentioned above? Yes ________ No ________

If yes, where would be a convenient place? ____________________________

and what would be a convenient time? ____________________________________

Would you be willing to help your employees meet the tuition expense?

Yes ________ No ________

Are there specific courses that could be taught by a vocational school or college which would benefit your firm? Yes ________ No ________

If yes, what specific courses do you have in mind? ____________________
____
____
____

Do you fill advanced positions from within the company? Yes _____ No _____

If yes, do you provide training for the advanced position?

Yes ________ No ________

Do you currently have a job opening that you have been unable to fill from within your organization due to lack of training? Yes ____ No ______

If yes, what type of training is required? ____________________________
____
____

Listed below are general categories of employees. Please check those categories that you would like to see training programs developed for and the type of training needed.

Category	Types of Training Needed
___Managers	________________________________
___Supervisors	________________________________
___Sales	________________________________
___Accountants, Bookkeepers	________________________________
___Secretaries	________________________________
___Maintenance	________________________________
___Custodians	________________________________
___Line Employees	________________________________
___Technical Skills	________________________________
___Other ________________	________________________________

Do you feel that the educational institutions in this County are adequately preparing prospective employees to meet your needs?

Yes______ No______

In what ways should they be better prepared?__________________________
____
____
____

From Comal County ISD

AGENCIES

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1.	Participate in joint planning sessions to avoid duplication of programs.	Yes	No	1	2	3	4
2.	Cooperatively sponsor programs with community education.	Yes	No	1	2	3	4
3.	Plan specific ways to maintain communication between my agency and community education.	Yes	No	1	2	3	4
4.	Encourage the involvement of my agency's clients in community education activities.	Yes	No	1	2	3	4
5.	Participate in mutual referral systems between my agency and community education.	Yes	No	1	2	3	4
6.	Participate in joint staff development activities.	Yes	No	1	2	3	4
7.	Participate in surveys to identify community needs and resources.	Yes	No	1	2	3	4
8.	Utilize school facilities for agency programs and activities.	Yes	No	1	2	3	4
9.	Participate in joint planning sessions concerning the effective use of funds and resources.	Yes	No	1	2	3	4
10.	Participate in activities designed to determine goals and objectives of the community education project.	Yes	No	1	2	3	4
11.	Participate in evaluating the effectiveness of the community education project.	Yes	No	1	2	3	4
12.	Participate in cooperative efforts to inform the community residents of educational opportunities.	Yes	No	1	2	3	4

COMMUNITY EDUCATION
GROUP SURVEY

NAME ____ PHONE ____________

ADDRESS ____

Please respond to the following statements:	Yes	No
1. I was impressed with the concept of community education.	____	____
2. I think we can develop community education in _______.	____	____
3. I would like to help plan a community school program for ________________.	____	____
4. I probably would enroll in classes if they became a reality.	____	____
5. I have children currently enrolled in school.	____	____

6. I learned of tonight's meeting in the following way:
(Circle those which apply)

News Media   Mailed Letter   Hand-carried Notice   A friend

Please list the names of five (5) people whom you would recommend to plan and study such a project for ____________. List those persons who you feel would represent your feelings and needs.

NAME	APPROXIMATE ADDRESS	PHONE (If known)
1.		
2.		
3.		
4.		
5.		

NOTES AND COMMENTS:

____

____

____

____

From Comal County ISD

COMMUNITY EDUCATION SUMMER PROGRAM SURVEY

1. I have _____ children who would be interested in taking summer classes.

2. Children's ages? _____ _____ _____ _____ _____

3. How many are middle school students? _____ elementary students? _____

4. Classes would be best if held in: (please check one)

   _____ the morning _____ the afternoon _____ no preference

5. My children would be interested in taking the following classes:

   _____ Recreational (tennis, volleyball, etc.)

   _____ Academic (tutoring in math, reading, creative writing, etc.)

   _____ Arts and Crafts (macrame, painting, etc.)

   _____ Enrichment (library story hour, nature study, etc.)

6. Do you have a particular class to suggest? ______________________________

7. I would be interested in taking the following daytime classes:

   _____ Recreational (volleyball, physical fitness, etc.)

   _____ Academic (conversational Spanish or German, Metric system, reading, writing, or math improvement)

   _____ Arts and Crafts (oil painting, ceramics, etc.)

8. Do you have a particular class to suggest? ______________________________

9. My children would like to participate in a summer reading program:

   _____ Yes _____ No

If you would like to receive a summer program schedule, please print your name and address below.

NAME ______________________________
MAILING
ADDRESS ______________________________
____
____

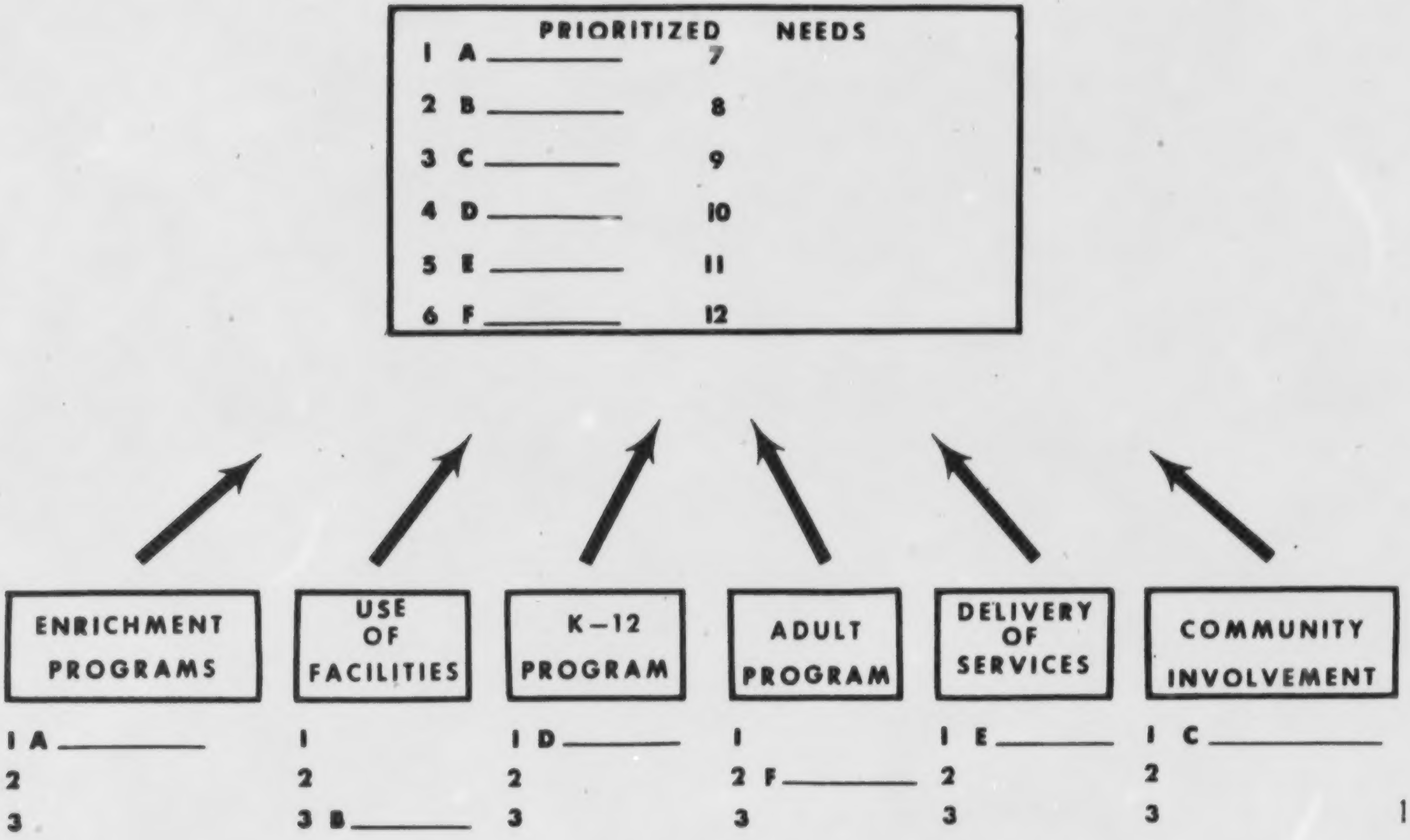
TEXAS A&M CENTER FOR COMMUNITY EDUCATION
COMMUNITY RESOURCE PROFILE
DATA COLLECTION FORM

SPONSORING ORGANIZATION Name YMCA	AGE GROUP SERVED	TIME, DAY AND SEASON	FACILITY USED FOR SERVICE	APPROXIMATE NUMBER OF YEARLY PARTICIPANTS SERVED	METHOD OF ADVERTISING ACTIVITY	SUPERVISION FOR OPERATION OF ACTIVITY
ACTIVITY No. 1 SAMPLE Indian Guides	___ Preschool X Elementary ___ Junior High ___ High School ___ College ___ Adult ___ Senior Citizen Sex: X Male ___ Female	Time: 6:00 to 7:30pm Day: Wednesday Season: X Fall ___ Winter X Spring ___ Summer	___ Public Building ___ Private Building X School ___ Church ___ Home ___ Recreation Center ___ Park ___ Pay To Use Fac. X Free Use Of Fac.	84 Male ___ Female	___ Newspaper ___ Radio ___ Survey ___ TV ___ Posters ___ Word-of-Mouth X Bulletins	___ Paid Full-Time ___ Paid Part-Time ___ Paid Student (Part-Time) X Adult Volunteer Other:
No. 2 SAMPLE Yoga	___ Preschool ___ Elementary ___ Junior High ___ High School ___ College X Adult ___ Senior Citizen Sex: ___ Male X Female	Time: 7:00 to 8:30pm Day: Thursday Season: ___ Fall ___ Winter X Spring ___ Summer	___ Public Building X Private Building ___ School ___ Church ___ Home ___ Recreation Center ___ Park X Pay To Use Fac. ___ Free Use Of Fac.	___ Male 62 Female	X Newspaper X Radio ___ Survey ___ TV X Posters ___ Word-of-Mouth X Bulletins	X Paid Full-Time ___ Paid Part-Time ___ Paid Student (Part-Time) ___ Adult Volunteer Other:
No. 3 SAMPLE Spanish	___ Preschool ___ Elementary ___ Junior High X High School X College X Adult X Senior Citizen Sex: X Male X Female	Time: 7:30 to 9:00pm Day: Monday Season: ___ Fall ___ Winter X Spring ___ Summer	___ Public Building ___ Private Building ___ School X Church ___ Home ___ Recreation Center ___ Park ___ Pay To Use Fac. X Free Use Of Fac.	31 Male 68 Female	___ Newspaper X Radio ___ Survey ___ TV X Posters X Word-of-Mouth ___ Bulletins	___ Paid Full-Time ___ Paid Part-Time X Paid Student (Part-Time) ___ Adult Volunteer Other:

This handout is made possible by a grant from The Charles Stewart Mott Foundation.

PRIORITIZATION OF NEEDS

COMMUNITY ASSESSMENT TASK FORCE



PRIORITIZED NEEDS

1 A ______ 7

2 B ______ 8

3 C ______ 9

4 D ______ 10

5 E ______ 11

6 F ______ 12

ENRICHMENT PROGRAMS

1 A ______
2
3

USE OF FACILITIES

1
2
3 B ______

K–12 PROGRAM

1 D ______
2
3

ADULT PROGRAM

1
2 F ______
3

DELIVERY OF SERVICES

1 E ______
2
3

COMMUNITY INVOLVEMENT

1 C ______
2
3

PUBLIC INFORMATION SYSTEM

NEWSLETTERS

... before you get into them

A newsletter can be defined as a periodic publication with a standard format, which is addressed to a specific audience and contains information of special interest to that audience. A newsletter can be your communicative link with a variety of audiences: staff, students, parents, news media, the community, and others.

In most instances, any newsletter developed for a community school program would be used to inform readers about new classes and programs, community concerns, school activities, adult education activities, advisory council objectives, and more.

Important Considerations

1. Do you really need a newsletter, or can you get the intended messages across through other means--bulletin boards, local newspapers, periodic brochures?

2. Do you have a staff member with a talent for putting a newsletter together? More important, can that talent be spared the time for editing the publication? Could the school district's public information specialist provide assistance?

3. The budget you have for the newsletter will determine the kind of newsletter you will get. This doesn't mean you can't have an attractive publication in a black ink and white paper format. The other extreme is the newsletter with a big budget behind it and an overuse of color that ends up as a gaudy product.

4. How often do you plan to publish your newsletter? Rather than start out with a monthly publication, you might consider less frequency of publication. Often, it becomes difficult to find enough worthwhile information to sustain high-quality, monthly production.

What to Call It

1. Pick the name carefully, because if the newsletter is a success, that name is going to be around a long time. If you decide to change the name, it means you'll have to start building up a new familiarity between your audience and the publication.

2. Acronyms are catchy, short, and to the point; but they should somehow convey to the reader that the publication is about community education and its related fields.

Format

Many newsletters start out as pieces of white bond paper (8 1/2 inches wide by 11 inches deep), stapled in the upper left-hand corner and letter-folded for easy mailing. This size also may be half-folded. Other popular sizes are 17 x 11 inches and 8 1/2 x 14 inches, each half-folded.

Before you decide on the size for a self-mailer newsletter, check with the local post office. The post office may have a limitation on how large (or small) such a self-mailer may be.

If you're planning to mail a significant number of the newsletters in envelopes, pick a size that will easily fit into standard envelopes. Offbeat sizes may add to your overall budget because they may require more expensive envelopes.

Sample Community Newsletters

COMMUNITY EDUCATION BUILDER

C E BUILDER VOL. 5, NO. 5, APRIL, 1979

Alice's Beautification Challenge

The Alice Chamber of Commerce and the Community Education Program in Alice Independent School District have accepted a new challenge: to improve and beautify the city of Alice. A steering committee composed of twenty-five local citizens has met several times to organize a procedure to aid in accomplishing this grand objective. All clubs, organizations, businesses, and individuals are invited to participate in the activities which will be evaluated on a periodical basis.

The idea of a community beautification plan is not new to Alice; last year people in the schools and PTAs, assisted by students and parent workers, worked together to make noticeable improvements in the physical appearances of the entrances of each school. Alice Independent School District won the State PTA Beautification Award for outstanding efforts. The schools, again assisted by PTA groups, are vying for this year's award sponsored by Community Education.

This year, however, the entire city with the leadership of the Chamber of Commerce, is involved in the project of making Alice a more attractive place to live and conduct business. People are needed to plan, to work, and evaluate progress.

Let's get involved so that we can win the Governor's Community Achievement Award for Beautification.

To learn more about the project, contact Maxine Walker, Chairman of the Beautification Committee, 664-0981, ext 51.

PROJECT BEAUTIFICATION

The assistance and cooperation of every Alice citizen is required for success in our beautification project. Everyone can help by planting trees or flowers, trimming branches, raking grass and cleaning alleys.

The town has been divided into twenty sections of approximate size. People who live within a section will be responsible for the improvements in that area. Area chairpersons will be identified to supervise and coordinate efforts within the section. In addition, both an adult and youth club will assist in the area. Clubs are being contacted and asked to sponsor a section. Any additional groups within an area are invited to join in all phases of the project which is to make our hometown a very attractive place for work and play.

The twenty sections will be evaluated three times during the year by a judging committee based on a set of general requirements for all areas plus a special category list. The chairpersons for the area will choose four items from this special list during each period of evaluation. This enables a section to concentrate on its greatest weaknesses and yet be judged on an equal basis.

Among the first steps taken in the project was a slogan contest publicized by the Chamber of Commerce, Community Education, the newspaper, radio stations, and schools. Jesse Campos, son of Mr. and Mrs. Jesus Campos, received the twenty-five dollar U.S. Savings Bond for his slogan: "In Alice We Care. Do Your Share."

This new endeavor gives the citizens of Alice an excellent opportunity to work together toward an important goal. The Beautification Committee is optimistic about a project in which everyone is a winner.

In Alice We Care.
Do Your Share.

CITY OF PALMS

McAllen Community Education

2000 North 23rd
McAllen, Texas 78501

Vol. 1, No. 3 NEWSLETTER March, 1977

CLASSES FOR THE HANDICAPPED

Since last October our local project has had a class for deaf adults. This group has been ably conducted by Mrs. Jennifer Harris. Just recently this area of service was expanded to include a class in Manual Communication (sign language) at the intermediate level, and Ms. Mary Hootman, an instructor in Edinburg's Regional School for the Deaf, is in charge of the group. We are proud to have these two classes in our program, and hats off to all of you for the progress being made.

CONDOLENCES TO PROJECT TEACHER

We want to offer our sincere condolences to Mrs. Juanita Wheeler in the loss of her mother. We wish to share in her bereavement at such a trying time as this.

LEARNING CENTER TO MOVE

Having been given the go-ahead by the City of McAllen, it is hoped that the Hidalgo-Starr Co-Op. sponsored Adult Learning Center in McAllen will be moving into new quarters by late summer. Permission has been granted by the city for the use of the old museum site. It has about 5,000 square feet of floor space, and this is almost double the space currently being used. All of us are appreciative of the cooperation demonstrated by McAllen's City Government.

PROJECT VISITATION

On March 23rd the McAllen Community Education Advisory Council is planning to hold its monthly meeting at McAllen High School. Following a short business session, the Council is going to visit the various class activities. This group will have a chance to see some 33 classes in action, and these groups range from English as Second Language to Belly Dancing. Visitors are always welcome to our program.

INVITATION TO A CONGRESSMAN

The honorable Kika de la Garza, congressional representative from Texas, has been invited by our local Advisory Council to address our local Forum planned for this coming May. This visit will be well publicized as soon as his appearance at this session is confirmed. Be on the alert for more information as it becomes available.

WHAT ABOUT P.S.J.A. AND WESLACO!

Both Weslaco and P.S.J.A. have begun Community Education classes with a bang. The response to both these new projects has been overwhelming. It is estimated that in our three valley projects now operational, some 2,000 participants are involved in Community Education classes. This number includes Adult Basic, ESL, GED, and Pre-GED groups as well as all the other type classes.

For more information, contact:
Carolyn Hinckley, Texas Education Agency

STEP-BY-STEP TO PRODUCING COMMUNITY EDUCATION BROCHURES

1. Decide who your audience is. What do they need to know about community education? How much copy will they be willing to read?
2. Determine what information you have to give to the public. Decide on a logical framework for presenting this information.
3. Organize your material, then start writing. Keep your copy brief and to the point. Use simple words in your writing. Appeal to the reader's ego or self-interests. Tell the reader how to act and what to do with the information you provide (call today, mail the coupon, come at 7:30 p.m. Tuesday). Make registration sound simple and non-threatening. Your copy should make community education sound exciting.
4. Ask three other persons to read and edit the rough draft of the brochure. Include at least one lay citizen. See if the text answered all their questions.

KNOW YOUR AUDIENCE

LAYOUT

Publication layout should be designed to "hook" a reader. Each publication should be designed for three types of readers: the person who spends 30 seconds flipping through it, the person who skims it for 3 minutes, and the person who spends 30 minutes reading the text. If the layout is exciting, you may be able to convert a "flipper" to a "skimmer" and maybe even a "reader."

The primary consideration in laying out any publication is readability. A good layout must first attract a reader's eye, then hold it until he or she has read every word.

To attract attention and hold it, each two-page spread (composed of a left-hand and a right-hand page) must be a stimulating medley of various visual elements. These elements include text, white space, display type, and illustration. On the other hand, cluttering every page with an excessive variety of visual elements produces a publication that can be very distracting.

The purpose of illustration is to punctuate and amplify the focal points in the copy. It is therefore a waste of money to scatter graphic and photographic material indiscriminately throughout the text, just as it is a mistake to ignore illustration entirely.

MISCELLANEOUS TIPS

1. Talk to your printer about the size of your publication and the best way to get the most for your money out of the paper you select. Odd-size publications will generally cost you more money.

2. If you are using photographs of people, avoid paper colors or ink that make them look anemic (blue) or monstery (green).

3. Always get three competitive bids on any print job. Prices vary as much as 200-300% among printers of comparable quality. The same is true for typesetters.

4. Ask your typesetter for help in choosing a type style. Serif type is easier to read than san serif type; however, you can use san serif if there is not too much text.

5. If you are listing numerous paragraphs describing classes, be sure to put a line of space between each one.

6. Don't use any type smaller than 9 point. And if certain pages pertain to senior citizens, use larger type such as 11 or 12 point.

7. Don't use photographs if they are not good. If they are very good, use them effectively by blowing them up big.

8. Place coupons on the layout in a top or bottom corner, so they are easy to cut out.

9. Use bold face type to break up copy blocks.

10. If the brochure is folded several times, design the layout for easy reading as the reader opens it up.

11. Put in a prominent position in the layout an explanation of community education and an introduction to registration procedures.

Have Money To Burn?

Then use it to:

LIBERTY
IN GOD WE TRUST

1. Hire a graphic artist to help you with the design of the brochure.
2. Set the copy in type...or at least set the major headlines.
3. Use a good quality of paper for the brochure.
4. Use more than one color of ink.
5. Hire a professional photographer to take photographs for you and/or purchase a 35mm camera for the community education program and take a photography lesson.
6. Buy a book of "clip art."
7. Produce more than one brochure aimed at different audiences.

MAJOR PROBLEMS WITH COMMUNITY EDUCATION BROCHURES

1. They do not explain what community education is.

2. They use photographs that are out of focus and/or not top quality.

3. Photographs are too small.

4. There is no logical reason for the order in which classes and programs are presented.

5. **OVERCROWDED**

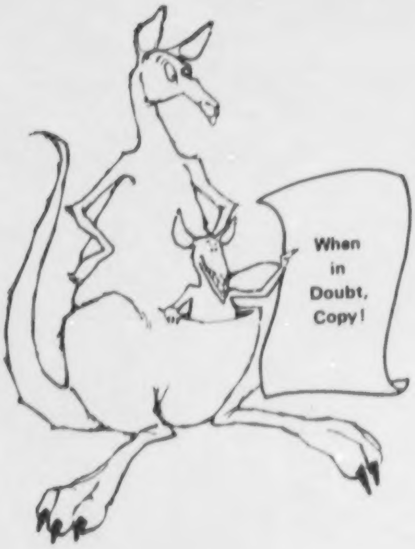
6. Not enough white space.

7. The covers don't "grab you."

8. The type is too small.

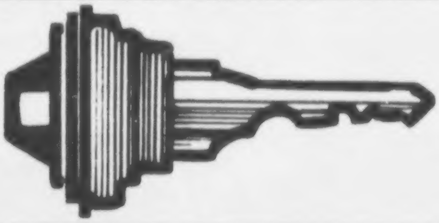
9. They are not designed for ease of reading.

10. They don't look modern in design.

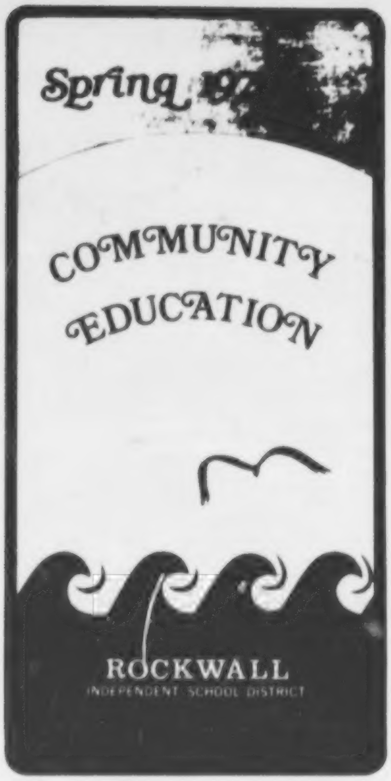

When in Doubt, Copy!

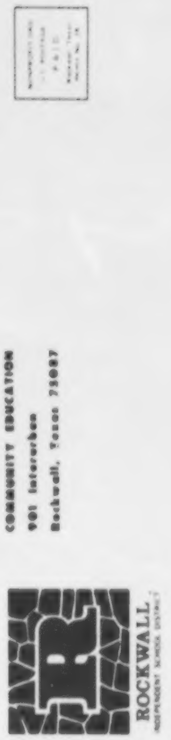
The best way to develop a high quality brochure is to copy the work of professionals. Start collecting publications that you like. Notice why you like them, and do some reading about design and layout. In professionally prepared publications, note the size and layout of photographs. Notice publications that tastefully combine colors of ink or colors of paper. If you find a brochure you like, then copy it! Good judgment may be purchased from experienced graphic designers or developed by studying the principles of good layout. Of course, it is cheaper for you to develop good judgment.

The key to evaluating the effectiveness of your publication is whether or not it prompts somebody to take action. If your enrollment in community education programs is high...and the brochure was your main promotional piece...then it did its job effectively.

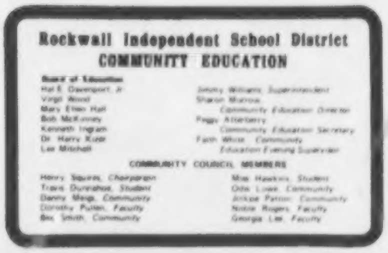


Sample Pages From Promotional Brochure




COMMUNITY EDUCATION
901 Interurban
Rockwall, Texas 75087

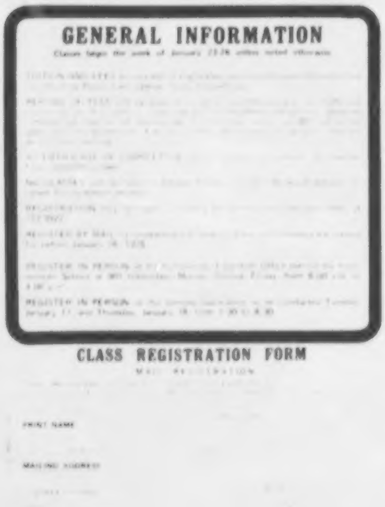
ROCKWALL
INDEPENDENT SCHOOL DISTRICT


Rockwall Independent School District
COMMUNITY EDUCATION

Board of Education
Hal E. Davenport, Jr.
Virgil Wood
Mary Ellen Hall
Bob McKinney
Kenneth Ingram
Dr. Harry Rudd
Lee Mitchell

Jimmy Williams, *Superintendent*
Sharon Monroe, *Community Education Director*
Peggy Atterberry, *Community Education Secretary*
Faith White, *Community Education Evening Supervisor*

COMMUNITY COUNCIL MEMBERS
Henry Squires, *Chairperson*
Travis Dunahoe, *Student*
Danny Meigs, *Community*
Dorothy Pullen, *Faculty*
Bex Smith, *Community*
Moe Hawkins, *Student*
Odie Lowe, *Community*
Jackie Patton, *Community*
Noble Rogers, *Faculty*
Georgia Lee, *Faculty*


GENERAL INFORMATION
Classes begin the week of January 23-26 unless noted otherwise.

CLASS REGISTRATION FORM
MAIL REGISTRATION

PRINT NAME

MAILING ADDRESS

CLIP AND SAVE
COMMUNITY CALENDAR

JANUARY 1978

FEBRUARY 1978

MARCH 1978

APRIL 1978

MAY 1978

JUNE 1978

WHAT IS COMMUNITY EDUCATION?

Community Education opens the schools' doors to the entire community. This extension of the school day makes existing facilities available for community use in providing community cultural, recreational, educational and social activities.

Community Education coordinates planning with community service agencies — the Y.M.C.A., the County Extension Service, the Committee on Aging and civic groups — to mutually promote all agencies' efforts and eliminates a costly duplication of services to the community.

Community Education provides a process to use local resources — business, recreation, education, health, and civic — to improve the quality of life in Rockwall.

Community Education extends an opportunity for personal growth and development through personal involvement.

If you have suggestions for programs to benefit the community, or would be interested in teaching a class for a special group or interest area, please call The Community Education office, 722-3922.

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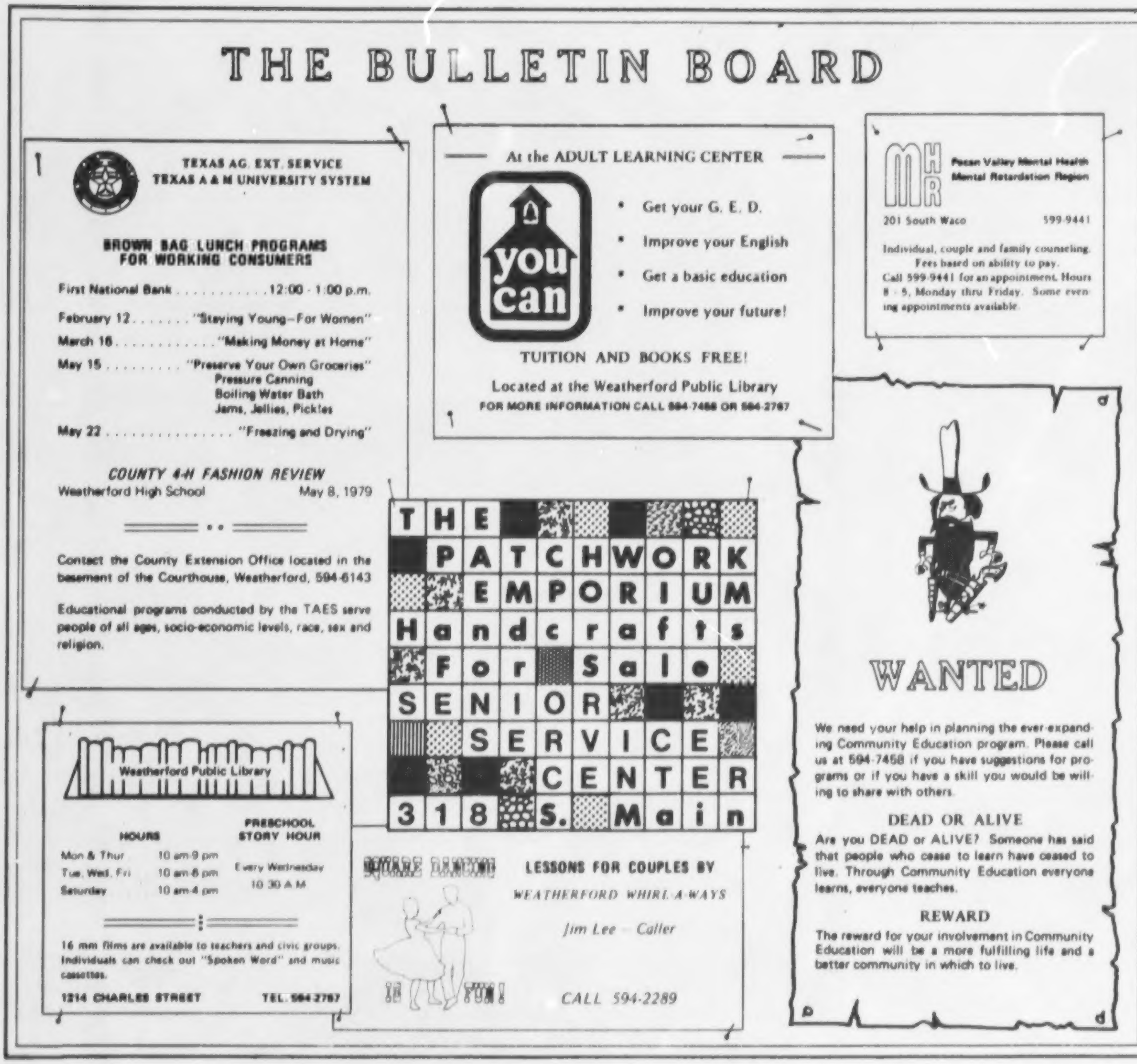
Sample Page From Promotional Brochure


you
can
SQUARE DANCING
IS FUN!

THE BULLETIN BOARD

TEXAS AG. EXT. SERVICE
TEXAS A & M UNIVERSITY SYSTEM

BROWN BAG LUNCH PROGRAMS
FOR WORKING CONSUMERS

First National Bank . . . . .12:00 - 1:00 p.m.

February 12 . . . . "Staying Young—For Women"
March 16 . . . . "Making Money at Home"
May 15 . . . . "Preserve Your Own Groceries"
Pressure Canning
Boiling Water Bath
Jams, Jellies, Pickles
May 22 . . . . "Freezing and Drying"

COUNTY 4-H FASHION REVIEW
Weatherford High School May 8, 1979

Contact the County Extension Office located in the basement of the Courthouse, Weatherford, 594-6143

Educational programs conducted by the TAES serve people of all ages, socio-economic levels, race, sex and religion.

At the ADULT LEARNING CENTER

- Get your G. E. D.
- Improve your English
- Get a basic education
- Improve your future!

TUITION AND BOOKS FREE!

Located at the Weatherford Public Library
FOR MORE INFORMATION CALL 594-7458 OR 594-2767

MHMR
Pecan Valley Mental Health
Mental Retardation Region

201 South Waco 599-9441

Individual, couple and family counseling. Fees based on ability to pay. Call 599-9441 for an appointment. Hours 8 - 5, Monday thru Friday. Some evening appointments available.

THE PATCHWORK EMPORIUM
Handcrafts For Sale
SENIOR SERVICE CENTER
318 S. Main

Weatherford Public Library

HOURS		**PRESCHOOL STORY HOUR**
Mon & Thur	10 am-9 pm	Every Wednesday 10:30 A.M.
Tue, Wed, Fri	10 am-6 pm	
Saturday	10 am-4 pm	

16 mm films are available to teachers and civic groups. Individuals can check out "Spoken Word" and music cassettes.

1214 CHARLES STREET **TEL. 594-2767**

LESSONS FOR COUPLES BY

WEATHERFORD WHIRL-A-WAYS

Jim Lee — Caller

CALL 594-2289

WANTED

We need your help in planning the ever-expanding Community Education program. Please call us at 594-7458 if you have suggestions for programs or if you have a skill you would be willing to share with others.

DEAD OR ALIVE

Are you DEAD or ALIVE? Someone has said that people who cease to learn have ceased to live. Through Community Education everyone learns, everyone teaches.

REWARD

The reward for your involvement in Community Education will be a more fulfilling life and a better community in which to live.

Community Education . . . Puts A Little "Class" In Your Night Life!

Courses Begin January 23-27

Chess Classes

Sponsored by the RHS Chess Club, classes will be held twice each month. Beginners will learn complete rules, general openings and elementary strategy. Intermediate students will be taught logic, skillful tactics and swindling. Advanced students will learn secrets to enable them to obtain a general mastery of chess.

Time: 2nd & 4th Tuesdays
7:00 – 9:00 P.M.
Place: RHS
Tuition: $1.00 each night
Instructor: James Martin and
RHS Chess Club

Conversational Spanish

Designed for the traveler. Students will learn basic vocabulary needed to converse in everyday situations. 8 weeks.

Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $9.00
Instructor: Mary Ann Condon

Crochet

For all ages. Learn to make an afghan or a poncho under the leadership of Trisha Johnson.

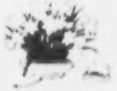
Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: Y members $6.00
Others $12.00
Starts: January 23, 1978

Elementary Gourmet Cooking

Course includes bread and sauce making, kitchen equipment and proper usage, meats, vegetables and their preparation.
4 weeks.

Time: Mo s 7:00 – 9:00 P.M.
Place: RHS
Tuition: $4.00

Floral Arranging



A professional florist will instruct students in the basic design of fresh and straw flowers and some of those tricks to give arrangements that professional appearance. 4 weeks.

Time: Thursdays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $4.00
Instructor: Nancy Cole

Fun With Watercolor

A chance to explore the styles and techniques for the freshness and spontaneity of watercolor, i.e., wet-in-wet technique, pen and ink, washes, and dry brush. At each class meeting, the instructor, a local artist, will demonstrate the procedure for study. Individual projects will deal with landscape, flowers and/or still life subjects. Students purchase their own supplies from a supply list provided at the first meeting.

Time: Mondays 7:00 – 10:00 P.M.
Place: RHS
Tuition: $10.00
Starts: January 23, 1978
Instructor: Lynne Crossland

Home Decorative Crafts

Learn to make those decorative craft items that can put your personality into your home. Among the things covered in this twelve week course will be brown paper bag sculpture, tinsel art, mirror vision, decoupage gold leafing and bread dough art.

Time: Thursdays, 7:00 – 9:00 P.M.
Place: RHS
Tuition: $13.00
Starts: January 26, 1978
Instructor: Marie Newell

Modeling & Cosmetology

Come and learn to present yourself in the best possible light! Instructor Carol Brown, a model and cosmetologist, will teach the basics of skin care, glamour and make-up for older teens and adults.

Time: Thursdays 7:00 – 9:00 P.M.
Place: High School
Tuition: Y members $5.00
Others $10.00
Lab fee $3.50

Oil and Acrylic Painting

First four weeks will cover basic drawing with pencil and pen & ink; composition, basic design and shading. Last six weeks will deal with the basic techniques of oil and acrylic painting.

Time: Tuesdays 6:30 – 9:00 P.M.
Place: RHS
Tuition: $14.00
Starts: January 24, 1978
Instructor: Rita Chamberlain

Party Bridge

The basics of bidding, responding and scoring for party bridge. Card sense emphasized. Minimum – 8 people; maximum – 12 people. 8 weeks.

Time: Tuesdays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $9.00
Instructors: Gene & Nell Nations

Photography

A study of the camera with emphasis on what constitutes a good photograph and how to create the setting for its achievement. Students must provide their own camera and film. 6 weeks.

Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $7.00
Instructor: Earl Johnson

Basic Stained Glass

Learn the basics of this beautiful art and save on home decoration costs.

Time: Mondays 7:30 – 8:30 P.M.
Place: High School
Tuition: Y members $3.00
Others $6.00
Instructor: Phil Miller

ADULT BASIC EDUCATION

Dallas – Rockwall County Co-op
Serving Rockwall and Royse City
CALL 722-3922

G.E.D. Preparation

For all adults over 17 years of age who have not finished high school.

Special Promotional Pieces:
Poster and Bumper Sticker

SHERMAN

COMMUNITY

SCHOOL

REGISTER NOW FOR

SPRING CLASSES

120 W. KING ST.

892-9115

SHERMAN INDEPENDENT SCHOOL DISTRICT

Community Education

Weslaco, Texas

COMMUNITY EDUCATION
IS COMING
TO WESLACO

BUDGET ESTIMATE FOR PRINTING

Title of Publication: ____

Type: (Brochure) ____________________ Date: __________________

________ copies at ________ pages each

Printed front-to-back: ________ Yes ________ No

		Totals
1.	________ masters at $________ each	$ ________
2.	Paper: ________ reams at $________ each	________
3.	Picture pages at $________ each	________
4.	Labor:	
	Printing $________	
	Collating ________	
	Punching ________	
	Wrapping ________	
	Other ________	
		________
5.	Graphic Work:	
	Text ________	
	Cover ________	
		________
6.	Printing of Covers:	
	________ covers at $________ each	________
	Subtotal	________
7.	Overhead at ________ %	________
	Grand Total	$ ________

MAKING THE MOST OF YOUR PICTURES

A Mini Course for the Non-Expert

Good pictures -- the kind you need for your publications -- don't just happen. They require a certain amount of planning and technical know-how. If you hope to meet the requirements of the media, they must be out of the ordinary. Here are four criteria of excellence:

Technical Competence -- The good photograph has "print quality." A picture is worthless if it's fuzzy, too dark, spotted with fingerprints, dotted with specks of dirt, or scratched. It should also be correctly exposed, focused, and printed. (Technical competence, by the way, is the easiest criterion of excellent photography to achieve.)

Visual Meaning -- Good photographs "say something." The personality-oriented photo (except for single-column "mug shots") show people doing something--not glaring into the lens or posing routinely. The viewer must be able to personally relate to the picture. The pensive student is the viewer's child.

Unity -- Good photos illustrate just one event, emotion, or one idea. A picture capturing the "moment of learning" of a child can be destroyed by a background of other children staring at the camera or glimpses of waste paper on the floor. All parts of a photo contribute to the total impact. Nothing is shown that doesn't belong.

Composition -- Lines, masses, arrangement of contrasts and highlights all support the central theme of the final result. The brightest or strongest part of an excellent photo is that area where the photographer focuses the viewer's eye on the arrangement of the picture. Strong lines and shapes keep the eye within the frame of the picture. There is a balance between dark and light sections.

* * * * *

There are many cliches waiting to be photographed. They are, like taxes, inevitable. So, here are a few ideas for making the "must" picture which has been done before look a little different this time around.

Speakers:
1. Catch the speaker before or after the main event. Maybe have him or her and local official chatting.
2. Or pose speaker with a poster or notice about the meeting, looking off-camera with a slight smile.
3. Have a child ask for an autograph.

Presentations:
1. Receiver faces off-camera, holds the award, donor looks over shoulder.
2. If award is shiny, have receiver look into it, angle camera so the face is visible in reflection, and get in for a close shot.

Coming Events: Gather together the people planning the event and --

1. Stand them in a row, all holding a banner announcing the event.
2. Give them paint brushes and display boards -- shoot them preparing posters.
3. Take them to a classroom, playground, or lunchroom to talk to children (if the event is child oriented).
4. Seek unusually high- or low-angle shooting position with planners in a row, circle, or casual grouping.
5. Sit planners around a table with large appropriate object in middle of table. Shoot them touching the object, laughing and talking.

* * * * *

TEN MOST COMMON PHOTOGRAPHIC FAULTS

1. Camera movement. Hold your breath the instant you snap a picture. Squeeze the shutter. Don't jerk it.

2. Busy backgrounds. Be aware of everything behind your main subject. Keep backgrounds as simple as possible.

3. Prints that are too light or too dark. Take exposure reading carefully -- or use the automatic system on the better 35mm cameras.

4. Fog and light streaks on prints and slides. Load and unload your camera in the shade, not in bright sun that can seep into film cartridges.

5. Nervous movies. If shooting motion picture film, handle the camera smoothly without panning too fast or zooming too sharply. Make a movie scene last four of five seconds. Otherwise your viewers will just blink.

6. Empty compositions. This kind of picture has no story to tell. Somebody is standing in a blank space or there are meaningless objects cluttering up the print.

7. Faulty focus. When you shoot in a hurry, it may be difficult to focus accurately. You learn with practice to see sharp focus quickly.

8. Streaked Polaroid prints. You must pull the print from the camera in one consistent movement. Otherwise, the rollers will leave developing marks.

9. Wrong exposure setting on the meter. Each time you change from one film to another, reset the film speed on your camera's meter dial or on the separate meter.

10. Dirty prints or slides. Negatives and slides must be handled carefully by the edges only to keep them free of dust, scratches, and fingerprints.

REMEMBER TO CROP! TRIMMING THE EXCESS OFF THE EDGES CAN OFTEN SAVE A MEDIOCRE PICTURE OR MAKE A GOOD ONE TERRIFIC

INTERAGENCY RELATIONS

TECHNIQUES FOR INTERAGENCY COOPERATION

A. Marshaling Community Resources
1. Superintendent and School Board endorses the Community Education concept.
2. An Advisory Board or Steering Committee is formed.
3. The Advisory Board then identifies and calls together representatives of all groups, organizations, agencies, etc,. to a formal meeting to assess the resources in the community and to plan coordinated efforts.
4. Each representative is asked to answer the following questions:
    a. Whom do you serve?
    b. When do you serve them?
    c. How do you serve?
    d. What are your resources?
    e. How can your group participate?
5. From this information
    a. A community resource profile is developed.
    b. Overlapping and duplication are revealed.
    c. Gaps in service to certain groups are identified.
6. Immediate impact on community groups
    a. Many clamor to "pull together" in a community education effort.
    b. Others who may have built their own empires "decide to cooperate."

B. Knowing your Agencies
1. Power systems within a community:

	Sector	Position of Person Frequently Used
a.	News media	Newspaper editor and publishers
b.	Banking and finance	Bank presidents
c.	Businesses	Owners of large businesses
d.	Health	Physicians
e.	Chamber of Commerce	President or Executive Director
f.	Law	Outstanding lawyer in community
g.	Women	Women active in civic affairs
h.	Radio and television	Managers
i.	Recreation department	Director and Board President
j.	Welfare department	Director
k.	Employment agencies	Director
l.	Juvenile courts	Judges
m.	Police department	Chief of Police
n.	PTA	Presidents
o.	Urban renewal	Director
p.	Fire department	Fire Chief
q.	City government	City Managers and Councilmember
r.	Churches	Pastor or Priest
s.	Parochial schools	Principal
t.	Service clubs	President
u.	Character building agencies (YMCA, YWCA, Scouts, etc.)	Directors and Board Chairperson
v.	United Fund	Executive Director
w.	Little League groups	President or coaches

*This list is not complete but lists a multitude of groups that a Community Education Director has access to from day to day.

2. Learning names, addresses, and purposes of various groups is not enough.
3. Particular characteristics of organizations.
    a. The more differentiated the community, the more grouping will be organized to take care of social, ethnic, religious, and residence needs.
    b. Organizations tend to develop other organizations. One group organized for an issue may cause the development of a group to oppose the issue.
    c. Groups that are brought together on a voluntary basis tend to become formalized.
    d. Non-profit organizations often lose their major purposes and lose their non-profit status.
    e. The larger the organization, the more people involved and the more difficult it is to get answers or decisions.
    f. The less formal the group is, the less power it has.
    g. The more bureaucratic an organization is, the less chance there is for implementation of change. And in those instances where the Community Education Director is confronted with a bureaucratic "brick wall," other resources must be found that will meet the needs of clients to be served.

C. Working with Agencies

1. Communicating is one of the most important jobs that a Community Education Director has.
2. Examples of methods of communication
    a. Talks to various groups
    b. Newsletters
    c. Local media
    d. Service club membership
    e. Committee involvement in community projects
3. As new programs are developed, involve various groups in the decision-making process.
4. Banking, finance, and business groups
    a. Education is good for business.
    b. The undereducated and underemployed are economic liabilities and represent red ink to a businessperson.
    c. To know these groups, the director must understand the way they think.
    d. The director must get out and make contacts. Contacts cannot be made by sitting in a building.
    e. Develop a systematic program of education for the business community.
5. Character building agencies (YMCA, YWCA, Scouts, etc.)
    a. All of these agencies fear Community Education competition
    b. The Community Education Director can do the following to eliminate the fears other agencies have:
        1. Get to know the people in the programs.
        2. State simply, "We intend to cooperate and coordinate and do not intend to take over or compete."
        3. Serve on various boards.
        4. Contribute time and leadership to their programs, if asked.
        5. Advertise their programs with yours.
        6. Encourage them to use school facilities.

    7. Share needs assessment survey results.
    8. Give them credit for providing a valuable service for the community.
    9. Help these agencies to find leadership for their activities.
    10. Encourage others to use the services of these agencies.
6. Churches and parochial schools
    a. Make available when the law allows recreational facilities for youth and adults.
    b. Keep the leadership of these groups informed.
7. Juvenile police department and courts
    a. Plan with them programs needed for youth.
    b. Keep informed on problems that the police see in the various neighborhoods.
    c. Provide them with information concerning problems you have identified in a neighborhood or community.
    d. Bring them into the schools to speak, to work, and to be a member of the education team.
8. Communication media
    a. Cooperate with them in all instances.
    b. Write and type your own news releases in a professional manner.
    c. Call them in plenty of time before something is to happen.
    d. Turn in all releases before deadlines.
    e. Give them credit for their services.
9. Recreation department
    a. The Community School Program can enhance the recreation program by:
        1. Making available school recreational supplies and facilities
        2. Cooperating and coordinating recreational programs
    b. Park - school sites can be developed.
    c. There is a sharing of expenses by schools and city recreation department.
    d. Never duplicate a program unless absolutely necessary.
    e. Plan together new programs.
    f. Allow them to sponsor activities they do well.
    g. Commend them for their activities.
10. Service clubs
    a. Get involved in at least one club.
    b. Visit other clubs and talk about the program.
    c. Ask for their help.
    d. Be prepared to tell them how they can help.
    e. Provide them with suggestions for service projects.
    f. Give them recognition.
    g. Provide them with student programs for their meetings.
11. Department of Human Resources
    a. Get to know the case workers.
    b. Plan educational programs for the people they serve.
        1. Food preparation programs
        2. Clothing repair and alteration programs
        3. Child health programs
        4. Budget planning programs
    c. Refer cases to them through regular channels.
    d. Provide inservice for their personnel.

INTERAGENCY COOPERATION

Common Elements: A Meeting Ground

Shared strategies of community educators and community-based human service personnel.

1. Consumer involvement orientation and people-centered philosophy
2. Small interactive units of developing goals and action
3. Activities undertaken correspond to expressed community needs
4. Emphasis upon human service at the local neighborhood level
5. Developing healthy, self-reliant communities with increased problem-solving capabilities
6. Emphasis upon the development of local community leadership
7. Invovement of both professional and citizen
8. Emphasis upon cooperation rather than competition
9. Emphasis upon interdisciplinary and the interrelationship of community problems
10. The community as a base of operations

Strengths of Community Education

Listed below are some specific strengths of community education which can lend themselves to community-based human support efforts.

1. Strong institutional base of support. Through the use of public schools, community colleges, recreation departments, and a host of other institutions, community educators often have access to a wide variety of facilities that can be shared with community-based human service organizations. The location of community education efforts in local community schools are indeed serving as a viable means for the delivery of other social services. Schools often represent the biggest capital outlay of public funds in urban neighborhoods as well as rural.

2. Facilitative nature of community education. Community education has been described as the "facilitator for others to do their thing." The enabling role of the community educator places a high emphasis upon involving others in a process orientation beyond a specific programmatic focus. Community problem solving and interagency relationship development are two common areas of such a focus. These also clearly relate to the efforts of community-based human service efforts.

3. Uncovering localized and specialized needs. The facilitative nature of community education also includes the identification of community needs. Through community organizing efforts at the neighborhood or elementary school attendance level, further awareness of community needs can be shared among community residents and human service organizations alike. Action plans can likewise be developed to address these needs.

4. Base of community volunteer support. Many community education programs have a wide support base of local community volunteers who teach classes, sit on advisory boards, operate community newsletters, and undertake a wide variety of other responsibilities. Community-based human service organizations could utilize many of these same volunteers or utilize the community education program to recruit new ones for their efforts.

5. Link of local neighborhood efforts to the larger context of community-wide efforts. Community-wide councils are often formed by community educators to address common concerns by the more localized councils. Broad-based development efforts are undertaken which extend well beyond the local neighborhood but impact the area. Again, community-based organizations may wish to link up at this level of organization as well.

6. Interagency cooperative management models. Over the past 10 years, the evolution of community education has paid increasing attention to the development of various interagency management models. Ringers and Parsons have documented a few operational examples. Community-based human service personnel may wish to study these operating interagency relationships to determine their own role within such a consortium.

7. Status quo funding sources. Community educators may often operate under a policy of "one foot in and one foot out" with regard to the status quo. Their one foot in usually means that often they have access to federal, state, and local funds to support various efforts. Community-based organizations may wish to join forces to gain additional funding support or utilize community education as a means to channel funding arrangements.

8. Broadening the perspective of education. The process orientation often associated with community education has also contributed to an operational perspective that views education as very much more than schooling. This has been envisioned in terms of various consortia which can be brought together in an enviroment of learning opportunities for people of all ages. Life-long learning, informal learning, and peer teaching are all part of community education efforts. Utilizing the entire educative forces of communities means an extension and broadening of our perspective on education and our perception of indeed who is an educator.

9. Long-range stability in community development efforts. One of the major obstacles to community development is clearly the lack of stable, continuing, comprehensive approaches to community problem solving. Through the use of community schools and other community education agencies, the possibility of longer term developmental efforts exist. Such a base of institutional support is unlike many previous examples of neighborhood development which seem to come and go as fads or emotions arise.

10. The community educator as a source of information. The growth of community education has meant an increase in the number of practitioners who call themselves "community educators" and work in the local neighborhood or community. These individuals work with

neighborhood groups, teachers, social service agencies, and the schools in identifying problems, mobilizing resources, and stimulating community improvement. Community-based human service personnel would be wise to contact these individuals to share information and likewise gain information which may make their own work more productive.

Strengths of Community-Based Human Services

1. Reaching and serving the under-served. Community-based organizations have often begun by serving people who traditionally have not been reached by traditional service agencies. Community educators must also reach out and utilize some of the same people if they truly wish to serve the entire community.

2. Community-based programs and services. The evolution of a variety of community-based noninstitutional programs and services are central to many efforts of the human service personnel. This has meant the development of a host of alternative delivery systems and a move toward equality in professional-lay relationships. These alternative organizational forms are important in challenging existing models of help. If community educators wish to move toward community-based efforts, much can be learned from studying community-based human service organizations.

3. Variety in staffing patterns. Closely related are the alternative forms of staffing patterns which arise in community-based organizations. Experiementation with shared leadership, consensus decisionmaking, job sharing, the use of nonprofessionals, and a host of other operational procedures warrant investigation by community educators. Variety indeed seems to be a key word in how such organizations operate.

4. Networking. Linking people to people through a variety of informal and nonstructured approaches is likewise a strength of many community-based organizations. Natural networks are a means to viable community support systems.

5. Use of advocacy roles. Community-based organizations may often assume an advocacy role unheard of in traditional human service organizations. Indications are that most organizational postures are designed to be reactive rather than proactive. Yet community educators can benefit from observing community-based organizations if they wish to become a force for societal and organizational renewal--perhaps not so much an advocate for a specific change project but rather an advocate for continual renewal and change.

6. Emphasis upon the development of political power. The development of political power among people in the context of their environment and identified needs is gaining wider recognition with community-based human personnel.

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7. Alternative community funding. While community educators have often relied upon status quo financial support, community-based organizations have often gone directly to the community for funding. Financial sources can be developed through various models. One such example is the People's Fund in Philadelphia. Community educators need the knowledge of direct community funding which community-based organizations may often possess.

8. Professional-citizen relationships. The relationship between the professional and the citizen has been singled out earlier as a difference between community-based organizations and traditional agencies. Community educators should clearly begin to look at this relationship in light of what can be transferable to their efforts.

9. Beyond the educational framework. Focusing attention upon the efforts of community-based organizations can contribute to a broadening of the community educator's perspective. This means gaining new insight as to how one views communities and problems. Perhaps in a small way this can focus increasing attention to the community of community education.

10. Community-based human service personnel as a source of information. Community educators can likewise utilize the community-based practitioner as a source of information about the community and cooperate in the development of neighborhood projects. In many cases in the past, community educators have simply failed to develop cooperative relationships with human service organizations that extend outside the mainstream of the social service sector.

SUGGESTED COOPERATIVE RELATIONSHIPS BETWEEN COMMUNITY EDUCATION AND ADULT EDUCATION

As Reported From FY 1976 and FY 1977 State Conferences

1. Coordinate promotion (public relations) of a variety of programs.
2. Coordinate registration dates and procedures.
3. Cooperatively fund programs, administrative and support personnel, and publicity.
4. Combine advisory councils when applicable, meet together periodically, and have representatives on each council.
5. Use facilities and materials jointly.
6. Coordinate planning (goals and objectives), assessing needs, and programming.
7. Establish a mutual referral system.
8. Divide responsibilities to avoid duplication.
9. Cooperatively identify adult instructors.
10. Coordinate staff development programs.
11. Community educators can act as facilitators in the delivery of adult programs in the absence of or in cooperation with adult educators.
12. Community educators can assume supervisory responsibilities of adult education activities in the absence of adult educators within the local education agency.
13. Establish task force committees on cooperation.
14. Cooperatively identify agencies and available services within communities.
15. Include community education coordinators as participants on co-op coordinating committees and adult educators on community education advisory councils.

Texas Education Agency
Division of Adult Programs
201 East 11th Street
Austin, Texas 78701

Interagency Working Agreement
between the
Texas Education Agency
and the
Governor's Committee on Aging

The Texas Education Agency, hereinafter referred to as TEA, and the Governor's Committee on Aging, hereinafter referred to as GCA, hereby enter into this agreement to establish a basis for joint working relationships between these two agencies to enhance the delivery of services for the elderly. The intent of this agreement is to provide the impetus and the framework within which the two agencies will develop and maintain an effective, cooperative relationship at the state level.

The two agencies are assigned major responsibility in human service programs and systems in which common issues and goals arise. Therefore, coordination provides a basis for mutual support, facilitates joint planning, contributes to more efficient use of resources, and enhances the exchange of information and data.

I. OBJECTIVES

In developing this agreement, the following objectives are of primary importance:

1. To encourage the utilization of public school facilities in meeting the nutritional and health needs of older adults.
2. To create through public school resources greater opportunities for older adults to participate in educational, recreational, cultural, and other related community services and to utilize their talents in the educational system.
3. To help children and youth at the elementary, secondary, and post-secondary level to understand the process of aging in the life cycle.
4. To promote the concept of lifelong learning through programs addressing the needs of and involving the family as a whole.
5. To utilize and promote the use of public school facilities as community centers through the community education concepts, work with other community and neighborhood institutions, and provide or support educational opportunities and other services to the aged.
6. To establish an interagency committee on services to the aging composed of representatives from both agencies to meet regularly--twice yearly--to identify further areas of common concern and coordinate efforts of each agency in administering the aforementioned objectives.

II. PROCEDURE

A. The committee will be formed by representatives from both agencies, named by their respective directors, and will meet regularly.

B. This committee will submit to its respective agencies reports of all actions taken and programs initiated to carry out the objectives.

The parties mutually agree that this agreement may be amended at any time by mutual agreement by the Commissioner of the TEA and the Executive Director of the GCA. The terms of this agreement will begin with the date hereinafter mentioned and shall remain in effect until terminated by either party upon the giving of written notice to the other agency.

For the faithful performance of this agreement, the parties hereto execute this agreement this __________ day of ___________________, 1979, to continue until terminated by the parties hereto.

TEXAS EDUCATION AGENCY	GOVERNOR'S COMMITTEE ON AGING
BY ______________________________	BY ______________________________
______________________________ TITLE	______________________________ TITLE

Signed by both agencies January 1979.

Excerpts from Mutually Supporting Relationships Between Community Education and the Texas Agricultural Extension Service*

The need for guidelines delineating the mutually supporting relationships between community education and Texas Agricultural Extension Service is based on the following facts.

1. Regional and local community education coordinators often lack knowledge of the many facets of Cooperative Extension Education and the roles and responsibilities of Texas Agricultural Extension Service county agents.
2. Texas Agricultural Extension Service agents often lack understanding of the community education process and of the possibilities for serving as a resource person to, or jointly sponsoring educational activities with community education.
3. The growth of federal, state, and local agencies and programs designed to deal with community problems has increased the opportunities for coordinated efforts to meet the needs of people.

COMMUNITY EDUCATION AND THE TEXAS AGRICULTURAL EXTENSION SERVICE COOPERATING

A goal common to both community education and the Texas Agricultural Extension Service is to establish and maintain cooperative relationship with other groups and organizations and resource people with special competencies and to enlist their active support to meet the needs of the people. The following guidelines should facilitate cooperation between the two agencies and enhance the quality of living in those communities served by both. No attempt has been made to list the guidelines in sequence or order of importance.

Community education coordinators can cooperate by:

1. Contacting the local county Extension agent who has been designated to serve as the liaison person to discuss mutually supporting roles.
2. Inviting the county program building executive committee chair or appointed representative to attend meetings of the community education committee to facilitate communication and coordination of efforts.
3. Utilizing data gathered through the county program building process to strengthen the community education program.
4. Supplying Extension agents with current listings of educational programs and resources available in the community.
5. Arranging meeting facilities free of charge for Extension educational activities.
6. Assisting in the promotion of Extension educational programs. The role of the Texas Agricultural Extension Service in jointly conducted educational programs should be acknowledged.
7. Utilizing Extension agents as resource people to:
   - identify instructors and committee members
   - develop course objectives
   - secure Extension publications and supportive materials for programs conducted by Extension personnel. Publications would be available at cost to community education for distribution in courses not conducted by Extension personnel.

8. Assisting in the planning and conducting of educational programs jointly sponsored by the county program building committee and community education. See Appendix A.
9. Assisting in the evaluation of jointly conducted activities.
10. Identifying potential volunteer leaders for conducting Extension educational activities.

County Extension agents can cooperate by:

1. Explaining the local cooperative Extension program to community education coordinators.
2. Inviting the community education coordinator or an appointed representative to serve as a resource person to the program building executive committee and relevant program area committees to facilitate communication and coordination of efforts.
3. Utilizing information secured in the community education survey to assist the program building committee and program area committees in the identification of community needs and problems necessitating in-depth educational programs (preferably prior to writing the plans of work).
4. Participating in or encouraging the participation of program building committee members or program area committee members in the community education survey.
5. Making available to the community education coordinator current information regarding program emphasis and schedules of planned educational activities.
6. Serving as a resource person by:
   - identifying instructors and committee members
   - developing course objectives
   - securing Extension publications and supportive materials for programs conducted by Extension personnel. Publications would be available at cost to community education for distribution in courses not conducted by Extension personnel.
7. Assisting in the planning and conducting of educational programs jointly sponsored by the county Program Building committee and Community Education. See Appendix A.
8. Utilizing community school facilities for educational activities
9. Utilizing Community Education resources to publicize jointly sponsored education activities.
10. Securing and disseminating information on Community Education activities that would be of value to Extension program participants.
11. Securing input from Community Education Coordinators to assist in the evaluation of jointly sponsored programs.

The respective roles of Community Education and the Texas Agricultural Extension Service are complementary. Through jointly sponsored activities, Community Education can function in its role as coordinator of community school facilities and resources, and the Texas Agricultural Extension Service can plan, implement, and evaluate those educational activities identified through the Program Building Process.

These guidelines will facilitate local cooperation within the framework of respective organizational objectives, procedures, and policy.

Educational Activities Jointly Sponsored

Jointly sponsored activities are those for which the need was identified by both the county program building committees and community education survey and will be conducted utilizing the resources of both agencies. Although community education may charge a fee for jointly conducted programs, Extension agents may not receive any part of it as reimbursement for their time. Extension agents may charge a fee for other expenses provided the fee is publicized prior to the program(s).

County Extension agents can serve as specialized instructors in educational activities jointly sponsored and conducted by Extension and community education when the following situation exists:

- the subject is within the agent's expertise.
- the objectives of the meeting(s) or course(s) the agent will be teaching are similar and/or complementary to those in the current Extension plan of work.
- the time required for the agent to teach would not exceed the time normally allotted to an Extension educational activity conducted in one community.
- the participation would be "a part of" or "in addition to" rather than "in place of" the ongoing Extension program.

County Extension agents are responsible to all the communities in a county. Therefore, they cannot accept total responsibility for teaching lengthy courses which would require an excessive amount of time to be devoted to one community.

Specialist assistance is available to all county Extension agents when requested in the appropriate manner and when the request is within the Extension organizational guidelines for support of Extension sponsored educational activities. Specialists should not be requested or accept responsibility for teaching lengthy courses that would unduly encroach upon their overall Extension responsibilities.

The following is an example of a jointly sponsored and conducted activity:

> A county horticulture committee, utilizing current national, state, and local data (including the community education survey data), identified the area of home gardening as necessitating an in-depth educational program. The county Extension plan of work was then written to reflect this program area. Later in the year, the county Extension agent was asked by the community education coordinator for Extension assistance with a community education course in home vegetable gardening. Since the plan of work included this area, it would be mutually advantageous for Extension and community education to jointly sponsor the home gardening educational activity.

The appropriate County Extension Agent (based on subject matter expertise) and the Community Education Coordinator would jointly determine specific teaching objectives, instructors and speakers, needed and available resources meeting location and facilities, and publicity. If the County Extension Agent had the needed expertise, the agent could serve as a member of the instruction team. If a specialist had been or would have been requested to support this part of the County Plan of Work, it would be appropriate to involve the specialist as a member of the instruction team.

The County Extension Agent(s) would report planning and conducting this activity (including the number of clientele contacts) according to standard procedures.

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*Complete copies of the agreement are available from the Division of Adult Programs, Texas Education Agency; Texas Agricultural Extension Service, or Center for Community Education at Texas A&M University.

An Excerpt From
American Association of Community and Junior Colleges
Endorsement of
Community Education

Community education is an endeavor that deserves the best efforts of publicly-supported community colleges, independent junior colleges, community schools, and other institutions and agencies. These endeavors should be made cooperatively whenever possible so that citizens will receive quality services that are well planned and efficiently organized.

The American Association of Community and Junior Colleges (AACJC) pledges its efforts to work toward such cooperation at the national level with other associations in the community schools, university extension, and adult education fields. And we urge our member institutions to work diligently for such cooperation in their localities. -- From Statement adopted by AACJC Board of Directors, November 13, 1974, and printed in January-February, 1975, issue of Community School Journal.

COMMUNITY SCHOOL-COMMUNITY COLLEGE
POINTS OF DISCUSSION

The Community School is basically:

1. A communication system between the school and the neighborhood around educational needs and community development needs.

2. A neighborhood delivery system for coordinated services based on identified neighborhood problems and resources.

3. A provider of programs for persons of any age in which there is a significant neighborhood need and (1) no existing community agency which can adequately provide the appropriate service, (2) where school district has access to funds which increase benefits to the community, or (3) facility of administration would indicate direct program delivery more efficient.

Possible cooperative efforts might include:

1. Needs assessment on a neighborhood level regarding the community college.

2. Student recruitment on a neighborhood level for community college programs and services.

3. Further decentralization of community college programs to a neighborhood level as sub-stations of community college sectors.

4. Publicity

5. Joint budgeting

6. Facility sharing

7. Joint staffing of the community education task force.

8. Consultation on technical curriculum areas administered by community school.

9. Identification of potential funding sources.

Coordination of Health Services

As community school programs develop health services at school sites, they must be especially sensitive to achieving coordination to avoid contributing to further fragmentation of services.

Coordination first begins in your planning stage by involving representatives of the community and other health agencies and groups in needs assessment and program development.

Potential agencies to be considered as sources of expertise, funds, manpower and services include: university medical, nursing, public health and related programs; hospitals and neighborhood clinics; public health departments; medical and dental societies; voluntary health groups; welfare departments; and visiting nurse services.

Decide upon your appropriate role in cooperation with community members and agencies:

1. Information and referral if adequate services already exist.
2. Providing health services that fill gaps.
3. Providing a broad range of services because they don't exist.
4. Providing health educational services rather than direct care services.

Tips for Coordinating Your Service With Others

1. Make somebody primarily responsible for maintaining and evaluating your coordinating efforts.
2. Establish procedures that will assure an effective referral to another agency. Does the other agency know what you have done and do you get feedback on their action?
3. Make sure you are able to make correct referrals by keeping abreast of other frequently used services. Have you visited them to become familiar with their service?
4. Develop periodic staff meetings or other personal communication with programs you have frequent contact.
5. If your community has a centralized I&R plug into it.
6. Seek ways of collecting client data in a uniform manner with other health agencies serving the same population.
7. Don't forget to coordinate your services with the regular school health program.
8. Effective communication is basic to coordination.

Tips for Inter-Agency Communication

1. Understand how the approach or point of view of different professionals vary.
2. No organization or groups can tolerate very much competing overlap with its objectives and activities. Cooperation usually requires that each of the parties give up something.

3. Good communication largely depends upon a common language that results in similar interpretations by the involved parties.
4. Try to understand and accommodate an agency's private objective of self-preservation and protection of its interest.
5. Where responsibilities are shared, clearly outline each one distinctly to avoid misunderstanding and give full credit where due for joint efforts.
6. Obtain early support for your program from key individuals, community groups and agencies. The success of the program depends as much on this cooperation as on the soundness of the program itself.
7. Using informal interaction over formal interaction settings produces more flexible and responsive exchanges between different agencies.
8. Written agreements between agencies should be spelled out in concrete terms and not loaded with abstract terms.

Resources

For additional information and directories contact:

1. American Lung Association of Texas
   7701 North Lamar Boulevard, Suite 104
   Austin, Texas 78752
   Peggy Boyd, Managing Director

2. Texas Department of Health Resources
   1100 West 49th
   Austin, Texas 78756

City/School Funded Community School Programs

I. Inventory present system of recreation and evaluate philosophy underlying the various programs.

- A. Are recreation programs established or meaningful need to yield productive results?
- B. Does the Recreation Department see itself as a part of the total community leisure and education process?
- C. Are your summer recreational and park programs more than "babysitting" type programs?
- D. Have you had to postpone or delay implementation of additional or different programs due to lack of resources?
- E. What percent of your recreational programs are athletics? Have you widened the scope of your programs to include cultural type programs?
- F. Do you have complete use of other governmental facilities?
- G. What joint programs exist now?

II. Are the following goals something you would like to see in your community?

- A. Citizens actively utilizing your programs.
- B. Citizens actively involved in planning programs for themselves and their community.
- C. Complete and flexible use of all governmental facilities.
- D. More quality programs that benefit smaller population groups.
- E. Citizens showing pride and actively participating in their neighborhood community school program.
- F. Provide neighborhood recreational facilities in existing structures.
- G. Through joint city/school cooperation, provide a base that could yield more efficient utilization of resources and tax dollars.

III. How do we get the city interested and involved?

- A. Direct method.
  1. Stress that any program must be joint and that they will have equal voice.
  2. Analyze attitudes of staff and elected officials. Identify those that seem progressive and concerned with the quality of programs. Through these individuals arrange a joint meeting at which "To Touch A Child" could be shown. Following movie, let the city people speak and lead discussion, possibly talking themselves into support.
  3. If the city shows interest, draft an agreement providing for a community school program with both agencies having equal voice.
- B. Indirect civic organization approach.
  1. A difficult process that requires tact and careful planning.
  2. Develop speakers bureau that will go out and show movie and talk up community support. (Do not mention the city or anticipated resistance.)
  3. After initial contact, call civic leaders together and enlist their support. Ask them to involve more people. Then let them develop approach to the city. Let them make presentation and ask city support.

COMMUNITY EDUCATION
COORDINATION AND COOPERATIVE ARRANGEMENTS
Lockhart Independent School District

INTER-RELATIONSHIP APPROACH

PROGRAM	ACTIVITY	AGENCY-INTER-RELATIONSHIP (Lockhart Comm. Ed. with agency listed)
Manpower Training	Basic-Vocational Skill Training	State Department of Education
Work Incentive	On-the-Job Training	Green Thumb, Inc. U.S. Dept. of Labor
College Extension	Off-campus College Courses	Austin Community College SWTSU
Vocational Education	Vocational Courses	High School Vocational Center
Basic Education	Basic Education	Lockhart ISD
High School Completion	State High School Diploma - GED	Adult Learning Center
Child Development	Preschool Parent Education	Lockhart ISD
Recreation	Sports Activities/ Programs-all age groups	City of Lockhart
ESL (English as a Second Language)	Classes at City Library	City of Lockhart
Citizenship Training	Citizenship Preparation	Adult Learning Center
Counseling	Counseling Services at Community Education Center	Regional Council of Governments
Health Education	Community Education for Pregnant Women	State Classes
Health Education	Health Screening for Elderly	West Texas Health Service
Veterans Education	Adult Classes under GI Bill	Veterans Administration
Elderly Nutrition	Hot Noon Meals	High School Food Service Lab
Community Education Classes	Programs and Activities	All Agencies
Senior Citizens Center	Recreation and Classes	Older Americans Act, Title III, CAPCO
Transportation for Elderly and Handicapped	Mini-bus Available	Urban Mass Transportation Section 16(b)2 Texas Department of Highways
Defensive Driving	Classes	Educational Service Center, Region XIII, Texas Education Agency

SAMPLE
COMMUNITY EDUCATION AND AGENCY
COOPERATIVE AGREEMENT

This cooperative agreement is entered into this _______________ day of _______________, 197__, by and between the Community Education Office hereinafter referred to as the Community School and ______________________________ hereinafter referred to as the _______________. The purpose of this agreement is to ensure coordination of effort between the above two agencies and to reduce duplication of services.

Community Education is a management and delivery system for programs and activities which promote community and individual development. In Austin, this concept is delivered through the use of Community Schools.

The Community School Program means a program which will contain where applicable all the following components: involvement of residents in decision making through the organization of advisory councils, survey the needs of the community, and facilitating the provision of vocational, academic, recreational, avocational, cultural and social services programs for pre-schoolers through senior citizens.

In the pursuit of a management and delivery system, the Community School Program with the assistance of residents, will provide: (1) systematic needs assessment, (2) coordination and supervision of facility use by community agencies and civic groups, (3) neighborhood development activities, (4) provision of optional programs supportive to the K-12 program, and (5) provision of equal involvement activities for children and adults, regardless of age or income.

Programs are provided by Community Education whenever there is a need which has not been met with community resources. As a delivery system, a Community School can serve as a satellite service center.

______________________________ Agency will provide:

The implementation of this Cooperative Agreement between the Community School and the ______________________________ Agency shall result in a more effective and expanded method of providing services to persons in the area. This agreement and the ensuing exchange of services is to be provided in accordance with A.I.S.D. and City of Austin policies and procedures.

The liaisons for the joint agreement shall be ______________________________ from year to year unless terminated by either party upon giving 60 days written advance notice to the other party.

Agency Approval	Community Education Approval
______________________________	______________________________
Agency Name	Community School
______________________________	______________________________
By	By
______________________________	______________________________
Title	Title
______________________________	______________________________
Date	Date

COMMUNITY SCHOOL PROGRAM INFORMATION

GOALS AND OBJECTIVES

The primary goal of the Austin community school program is to provide the citizens of Austin with a comprehensive community school program which makes maximum use of the human, physical, and financial resources of the total community in order to allow maximum opportunity for individual and community development. Specific program goals and objectives are as follows:

I. GOAL: To provide opportunities in cooperation with existing agencies whereby the educational, vocational, avocational, social, and cultural needs of neighborhood families and residents of all ages and backgrounds may be met on a year-round basis.

OBJECTIVES:

1. To encourage the completion of formal high school education by enrolling one hundred (100) school dropouts in Adult Basic Education or GED courses during the next calendar year.

2. To contribute to the development of job-related skills by providing vocational training to one hundred (100) individuals during the next calendar year.

3. To contribute to the continuation of adult formal education by offering college courses through which fifty (50) individuals will receive academic credit during the next calendar year.

4. To encourage the improvement of children's academic achievement by providing educational enrichment classes or services to two hundred (200) public school students during the next calendar year.

5. To alleviate the language-related problems of non-English-speaking residents by enrolling fifty (50) individuals per year in English As a Second Language courses.

6. To allow the pursuit of individual cultural interests by offering at least three (3) activities involving art, music, drama, or dance per session at each community education center.

7. To contribute to the development or maintenance of physical well-being of citizens of all ages by enrolling one hundred (100) individuals in organized physical recreational activities at each community education center during the next calendar year.

8. To provide opportunities for the development of domestic and home repair or improvement skills by sponsoring at least three (3) home-related programs per center during the next calendar year.

9. To contribute to the improvement of family relations by offering three (3) programs dealing with family issues at each center during next calendar year.

10. To contribute to the continued personal growth and development of residents of all ages through providing educational recreational, cultural, and avocational courses or activities for at least 10,000 class enrollees during the next calendar year.

PROGRAM SERVICES:

1. Classes or other activities will be offered during forty-seven (47) weeks of each year at ten (10) neighborhood community school facilities.

2. The classes and activities offered by each community education center will be determined by the needs and interests of neighborhood residents.

3. Each community education center will offer at least fifty (50) activities per year for each age group: children, youth, and adults.

4. A description of courses and activities and other information pertinent to the community school program will be publicized by each center through the publication and distribution of brochures three (3) times a year.

5. Low-cost child care service will be available as needed to parents attending evening classes and activities.

II. GOAL: To maximize the use of existing resources in providing a comprehensive community school program to the residents of Austin.

OBJECTIVES:

1. To increase taxpayers return on investment in public school buildings by increasing annual facility use from 1,440 hours to 3,003 hours at seven (7) community education centers.

2. To increase public use of public school buildings through making ten (10) public schools available for use by adults as well as children.

3. To make public school buildings more functional to the community by converting ten (10) facilities from single to multi-purpose use.

4. To develop existing neighborhood leadership resources during the next calendar year by recruiting at least fifteen (15) individuals per center to serve as members of community school advisory councils.

5. To expand service delivery capability by soliciting the contribution of two hundred (200) hours of donated volunteer services during the next calendar year.

6. To increase the efficiency and responsiveness of community service delivery by working and coordinating with the approximately twenty-two (22) community service groups or agencies which provide health, education, cultural, recreational, vocational, and social services in community school neighborhoods.

PROGRAM SERVICES:

1. Six (6) community education centers, using the facilities of ten (10) public schools, will offer services to the public for forty-seven (47) weeks each year.
2. Community education centers will be open to the public for at least forty (40) hours per week during forty-seven (47) weeks of each year.
3. The need and opportunity for contributing volunteer services to the community school program will be publicized through the Voluntary Action Center, the tri-annual distribution of program brochures, and the quarterly circulation of a community school newsletter. Individuals expressing an interest in contributing their time and services will be contacted by a community education staff member.
4. Training will be provided to all advisory council members and to all interested volunteers.

III. GOAL:

To foster the development of community cohesiveness, responsiveness, and identity among the residents of Austin neighborhoods so that they might establish a system of mutual support and interest in community issues and problems.

OBJECTIVES:

1. To encourage the development of citizen interest and involvement in community affairs through sponsoring four (4) activities focusing on community issues or problems at each center during the next calendar year.
2. To contribute to the development of social interaction of neighborhood residents by sponsoring at least one social activity per session at each center during the next calendar year.
3. To provide opportunities for resident participation in community decision making by holding regularly scheduled public meetings of all community school advisory councils.
4. To encourage the development of individual communication and problem-solving skills by conducting at least two (2) human skills development activities per center during the next calendar year.
5. To contribute to citizen awareness of issues and problems affecting their neighborhood by publicizing such issues through the quarterly circulation of a community schools newsletter.

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PROGRAM SERVICES:

1. During the next year, each community education center will sponsor four (4) community affairs activities which may include but not be limited to the initiation of discussion groups, the organization of workshops and forums, and the invitation of speakers.

2. Advisory councils will be utilized at each community education center as a means of providing neighborhood leadership, citizen access to information and resident participation in community school and neighborhood planning and decision making. The councils will meet in sessions open to the public.

3. Human skills development training will be provided to the members of each community school advisory council.

4. Community school facilities will be available as a meeting place for other neighborhood and community organizations and groups.

5. Each community education center will offer a variety of activities designed to interest and bring together neighborhood residents of all ages and backgrounds.

IV. GOAL: To develop the mutual understanding, cooperation, and involvement between public schools and the community.

OBJECTIVES:

1. To encourage increased public school participation in neighborhood planning and problem solving through the inclusion of two (2) representatives of required school program faculty in the advisory council of each community school.

2. To develop the awareness and understanding of required school faculty and staff toward the community school program and philosophy by jointly sponsoring one (1) community school inservice training session per center during the next calendar year.

3. To support the public school K-12 program by offering two (2) educational enrichment classes or activities per center during the next calendar year.

4. To encourage the development of neighborhood - school communication and involvement by sponsoring, under the joint auspices of the required and optional school program faculty and staff, four (4) activities during the next calendar year.

PROGRAM SERVICES:

1. The principal and one other required school program faculty member will be invited to serve on each community school advisory council.

2. The staff and faculty of each community school will be informed of and invited to attend the regularly scheduled meetings of the community school advisory council.

3. Through the distribution of brochures three (3) times a year, the staff and faculty of the required school program will be informed of and invited to participate in community school activities.

4. Required school program activities, which are open to neighborhood residents, will be publicized in the community school newsletter.

5. Each community education coordinator will meet with the community school principal at least once every two (2) weeks.

6. Supportive K-12 educational services offered at each center will be based on needs identified by required school program faculty.

*Sample Orientation

COMMUNITY SCHOOL STAFF IN-SERVICE TRAINING

For Whom?

Teachers, sponsors, custodians, supervisors of activities, secretaries, volunteers and assistants--anyone involved on a weekly basis.

When?

Before each session of classes, e.g., Monday evening for orientation activities with classes starting Tuesday evening.

OUTLINE

I. Philosophy of Community Education

Definition: Community Education is a process of mutual education (people helping people), in which the community becomes a living/learning laboratory and through which participation becomes active, meaningful and democratic.

(Also consultant handout, "Community Education: General Process Model")

II. Who are the participants?

Why do participants come?

Do they all have the same learning styles?

III. Inter-Agency Coordination and Cooperation

Within a community education project, a great deal of open communication and sharing is required to achieve a smooth running project.

IV. Information--Most Important

- Policies--Written
- Procedures--Written

---

*Prepared by Dr. Jim Casale, Texas A&M University, Center for Community Education.

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Promoting and Recruiting

A. Characteristics of a good recruiter
   1. Know how to advertise
   2. Know who to contact
   3. Know who to hire as a recruiter

B. Know how to recruit
   1. Personal contact - door knocking
   2. Telephoning
   3. Use of Radio
   4. Use of T.V.
   5. Use of Newspaper and Magazines
   6. Handouts
   7. Billboards
   8. Bumper stickers
   9. Window decals
   10. Use of Region Service Centers
   11. Announcements in Churches, Civic Clubs, Schools, PTA meetings, Industry, etc.
   12. Posters
   13. Use of Motion Picture advertisements
   14. University Public Relations Department
   15. Advertising Companies
   16. Store Managers
   17. P. A. Systems
   18. Pencils and pens to advertise
   19. Giant-over-the-street banners
   20. Lapel buttons
   21. Signs on Public Transportation--Buses, Trains, etc.
   22. Hat bands
   23. Table tents for restaurants - napkins
   24. Use of boys and girls clubs such as Boy and Girl Scouts to advertise voluntarily
   25. Develop brochures of your program
   26. Use of films, filmstrips, slide presentations and audio tapes
   27. Use other students to tell their friends
   28. School counselors
   29. Probation Departments
   30. Pastors, ministers, etc.
   31. Juvenile Officers
   32. County and City Judges
   33. Local Sheriff Department
   34. Truant Officers
   35. Local Police
   36. City Mayors
   37. City employees
   38. Telephone pencil holders to advertise
   39. Calendars to advertise
   40. Class rings and Certificates

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

RECRUITMENT OF TEACHERS

1. The building supervisor is responsible to find instructors for community school classes offered on his/her campus.

2. The community education coordinator will assist the building supervisor by supplying names, telephone numbers, and addresses of potential instructors for community school classes.

3. The building supervisor can use the Resource Persons Card File Bank, located at the community education office, to identify community school instructors. The file is classified according to course of instruction.

4. The building supervisor should contact the standing committee chairperson of the community school advisory council to identify potential teachers for community school classes.

5. All teachers should be recruited and hired for semester community school classes two weeks prior to the set date of registration for that semester.

HIRING OF INSTRUCTORS

1. Building supervisors are responsible to personally interview potential community school teachers for their campus.

2. After the building supervisor has determined that the potential teacher is well qualified to teach the class, the building supervisor is responsible to hire the teacher.

3. One week prior to set registration date for semester community school classes, the building supervisor is responsible to call a meeting at 7:00 p.m. on the same day as registration day (Monday, Tuesday, etc.) to orient all hired teachers, both students and adults to registration procedures, care of classrooms, fire drill information, salaries, contracts. During this meeting, all teachers should sign their contract. Contracts will be sent by the building supervisor to the community education office for filing.

   If the hired teacher is absent from this orientation meeting for community school instructors, then it is the responsibility of the building supervisor to contact the absent teacher, and orient him/her individually prior to set date of registration, and have the teacher sign the contract. All contracts should be signed by community school teachers prior to registration date, and all contracts should be on file in the community education office prior to date of registration.

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

RECRUITING STUDENTS FOR CLASSES

1. The building supervisor is responsible to recruit students for community school classes. The following are strategies for securing satisfactory enrollment figures.

    a. Contact principals of school campuses in the neighborhood area of the community school, and ask them to make announcements to their students about registration dates, and classes to be offered.

    b. Obtain a list of teachers' names and telephone numbers of teachers on individual school campuses, and ask them to assist in recruitment of students.

    c. Set up displays in the Sagewood Mall on Saturdays prior to registration dates to alert the community to classes being offered.

    d. Ask community school instructors to make posters about their course and place posters in community grocery or drug stores.

    e. Ask community school instructors to write an article about their course content and value to student. Hand this article to the coordinator for community education for editing. The coordinator will assume responsibility to work with local newspaper and radio stations to publicize community school classes to be offered.

2. The community school instructors should assist in recruiting students for their course as much as possible. It is to the teacher's interest to encourage enough students to enroll in the course so that the course is self-supporting, and so that the instructor can be paid the full $4.50 per hour salary for instruction, rather than 75% of the tuition collected. The community school instructor can assist in recruiting students by assisting the building supervisor in the following strategies:

    a. Make colorful posters advertising the course you teach. Include cost of course, date of registration, day and time of class, etc. Give these to the building supervisor for placement in the community.

    b. Write up information about the course you teach, materials needed for course, objective and purpose of course, benefits derived by the student upon completion of course, etc. Submit this information to building supervisor, who in turn will give it to the coordinator for publicity articles for newspaper and radio.

    c. Call your friends and ask them to contact their friends and encourage them to enroll in the class.

    d. Contact people you know who belong to social clubs or civic clubs in Alice and ask them to make announcements at their club meeting about registration date for enrolling in your course.

SAMPLE LETTER

Date

TO (CITY) RESIDENT ADDRESSED:

SUBJECT: Community School Program

It has been brought to my attention that you have a certain skill, talent, or knowledge in (subject) that you might be willing to share with others through our community school. The community school program is designed to open the schools and other local facilities for use by all the citizens of the community for educational courses and leisure time activities.

I would like very much to discuss your special talent with you and how it could be a part of the (fall) program. Please call me at (number) at your earliest convenience.

Sincerely,

(name), Director
Community Education

SAMPLE LETTER

Date

TO COMMUNITY SCHOOL STUDENTS ADDRESSED:

SUBJECT: Lack of Enrollment

We need (number) more people to have enough for the (title of activity).

If you know of anyone interested in this activity, encourage them to sign up before (date).

Your fee will be refunded if the class is canceled. If you are not contacted by mail or phone that the class is canceled, please attend the first class meeting.

Thank you,

(name), Director
Community Education

COMMUNITY SCHOOL
REGISTRATION PROCEDURES

I. Preparation of Curriculum

  A. Prepare list of courses based on needs assessments
  B. Identify and interview instructors
  C. Prepare catalog for printing

II. Preparation for Registration

  A. Prepare registration file folder per class
    1. Registration information sheet
    2. Registration forms
  B. Prepare instructor packets
    1. Contracts
    2. General information sheet for instructors
    3. School and classroom policies
    4. Class rosters
    5. Class attendance forms
    6. Class and activity planning sheets
    7. Student evaluation forms
    8. Instructor evaluation forms
    9. Registration forms
    10. Receipt books
    11. Instructor service requisition forms
    12. Scheduling of facility forms
  C. Schedule facilities
  D. Prepare publicity

III. Registration Procedures

  A. Mail in registration (one week)
  B. Office registration (one week)
  C. Monitor class registration
    1. Promote classes with low enrollment
    2. Add additional classes
    3. Cancel classes
  D. Special registration policy

IV. Starting Classes
  A. Notify instructor
  B. Discuss instructor's packet
  C. Late registration policy

2.0

COMMUNITY SCHOOL
REGISTRATION PROCEDURES

A carefully planned efficient registration may be one of the most important aspects of the community school program. Registration may be a person's first exposure to the community school program; if unorganized, it may be their last. It is for this reason that all stages of registration should be a well organized procedure. Registration stages include preparation of curriculum, preparation for registration, registration, and the starting of classes.

I. Preparation of Curriculum

The first stage of registration is the preparation of the community school curriculum. A tentative course listing should be prepared based on information gathered through surveys. It could be gathered from the following types of surveys: door-to-door, telephone, newspaper, catalog, or from a participant survey.

Once a curriculum has been identified, then paid or volunteer instructors are to be recruited. They may either be certified or non-certified in their subject area. However, they must possess a competent skill in the area they are to instruct. Recruitment of qualified instructors is often difficult and time consuming. Instructors can be recruited from within a local education agency, from civic organizations, from service agencies, from business and industry, or from recommendations made by members of the community.

The potential instructor is notified either by mail or telephone that it has been noted that they have a certain skill, talent, or knowledge in a given area and the community school director would like to discuss this talent with them. An appointment is made and an interview is scheduled. The interview ascertains from the instructor how many class hours and meetings are necessary to cover the subject; when the instructor wants to teach the class; the minimum and maximum amount of students the instructor will take; what age groups they will take in the class; and a brief description of the course (see appendix A). This information not only provides the community school director with data to make a decision for employment but can be used in the preparation of a catalog of course offerings.

In preparing the community school catalog consider the purpose of the publication. The primary purpose is to inform the public of the community school concept and course offerings. The publication can be a direct reflection of the community school program and can be a very effective public relations tool. The publication should contain the following components:

1. General Information
    a. Class length
    b. No classes (holidays, etc.)

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   - c. Refund policy
   - d. Tuition and fees
   - e. Scholarship application procedures
   - f. Parking
   - g. Certificates of completion
   - h. Child care
   - i. Discounts
   - j. Registration dates, times, and places
   - k. Philosophy statement
   - l. Community Council goals
   - m. Names of Board of Trustees and Councils

2. Courses and Activities
3. Agency Programs
4. Maps
5. Registration Blanks

II. Preparation for Registration

Preparation for registration can begin during the time the catalog is being printed. A portable registration file would be helpful during registration containing registration information sheets and registration class forms for each class. The progress of registration for each class can then be monitored by a quick glance of the registration sheet (see appendix B).

Instructor packets should be prepared containing the following and discussed with each instructor. (See appendices C-K)

1. Contracts
2. General information sheet for instructors
3. School and classroom policies
4. Class rosters
5. Class attendance forms
6. Class and activity planning sheets
7. Student evaluation forms
8. Instructor evaluation forms
9. Registration forms
10. Receipt books
11. Instructor services requisition forms
12. Scheduling of facility forms

The use of public, private, or school facilities should be scheduled well in advance of the first class meeting. Principals, teachers, and custodians should be consulted when classes are scheduled in school facilities in order to avoid any scheduling or morale problems. Every effort should be made to assure that all classrooms are left in proper order for the next day's regular school program.

Publicizing the community school program is of great importance. Contact with printers, television, radio, and newspaper advertising managers and editors should have been made many weeks before the beginning of the community school term. All advertisement and news releases should be prepared before community school catalogs are mailed. Once they have been mailed, heavy publicity should follow in order to inform the community of such pertinent information as: 1) when catalogs were mailed; 2) when and where registration begins and ends; and 3) what is being offered in the community school program.

III. Registration Procedures

Registration should begin promptly after catalogs are received through the mail. A long waiting period may result in the catalog being discarded. The actual length of registration may vary according to time available. If time allows, two weeks is best.

Mail-in registration:

The first week should be mail-in registration only. The rationale for this is when community residents cannot register in person, they can register by mail, therefore not having an excuse. It is recommended that in person or telephone registration not be allowed during this time. If they are allowed, then possibly the mail-in registration form would not be received before the class filled; therefore, the potential registrant is penalized and bad public relations could result. This could happen with telephone registration because of similar reasons as stated above. It is believed that telephone registration takes up a position in a class that is not backed by any registration fee. If calls do come into the office, encourage potential students to mail in their registration form or come in during in-person registration the next week. Do not be discouraged if mail-in registration is slow because this is not unusual. Also, close mail-in registration at a set date, usually before in-person registration begins.

Upon receipt of registration forms and fees the individual's name should be placed on the registration information sheet. The registration information sheet, registration form, and fee should be placed in the portable registration file. By pulling the folder and viewing the information sheet, the progress of class enrollments can be obtained.

In-person registration:

The next week would be devoted solely to in-person registration at the community school office. Registration times and places should be well advertised. It is during this time that a high percentage of registration takes place.

The registration should be closely monitored. When class registration is below the minimum enrollment for the class, inform the instructor and students and encourage them to recruit. If only a few students are needed, registrants usually know of someone who is interested but failed to register.

When a class reaches a maximum enrollment, the registrant should be given the option of having their name added to a waiting list, changing to another class, or receiving a refund. If registrants are required to make separate checks for each class, refunds can be made promptly. If it becomes obvious a class will not reach the minimum enrollment, cancel the class as soon as possible. Students can be notified of cancelled classes and given the option of changing to other classes or receiving a refund.

Special registration:

Special registrations held in shopping centers or hours other than the regular office hours should be scheduled to reach additional people. I believe no one should have an excuse for not having an opportunity to register. Special registration may not enroll high numbers of students, but at least an effort has been made; and if only a few register, it might make a difference to someone.

IV. Starting Classes

Starting the classes is also an important phase of registration. As the classes meet minimum enrollment numbers, notify the instructors to sign contracts and pick up an instructor packet. The instructors should meet with the community school director as individuals or as a group to discuss the contents of the instructor's packet. An organized beginning of a class with minimal interruptions sets the tone for a good class. If instructors are confident and self-assured, then usually it is reflected in the first class meeting and can be beneficial and very reassuring to the students. That, along with a knowledgeable instructor, usually assures success. Definitely the best public relations is by word of mouth.

Late registration:

Late registration would be allowed only if the instructor agrees to it and if there are openings in the class. The registration can be handled one of two ways. Late registrants can come to the community school office or if that is not possible, then they can register with the instructor immediately before the class begins at the community school. This procedure is not advertised nor is it encouraged. There should be a deadline for late registration.

Conclusion

It is believed that the registration procedures outlined and discussed are more effective than having the major registration take place during the first class meeting. The reasons are as follows:

1. Registration is easily monitored. When classes do or do not receive minimum or maximum enrollments, then there is time to follow special procedures.

a. There is time for adding new sections of classes when classes have reached their maximum enrollment. All classes can begin and end on schedule.

b. There is time to cancel classes and notify instructors and students. Students will have an option to enroll in other classes or receive a refund.

2. There is time for registrants in classes with a below minimum enrollment to recruit additional students. There is time for a decision to be made whether the class will continue because other classes have enrollments beyond their minimum.

Registrants know well in advance that their class will meet and can be prepared for class if materials are needed.

Instructors are not left in classrooms without students.

Potential students are not overwhelmed by first night jitters and confused in new surroundings.

Potential students are not left with an excuse that they missed opening night registration, therefore, did not try to register.

Instructors are not interrupted by those who are late for registration. The instructor can go over general information pertaining to school policies, class objectives, and then begin class instruction.

Students pay for the first class meeting and should receive instruction with the least amount of interruption.

THE COMMUNITY SCHOOL PROGRAM: TO FEE OR NOT TO FEE

SOME OPTIONS	BASIS FOR FEE DETERMINATION
1. VOLUNTEER LEADERSHIP WITH NO MATERIALS COSTS	A. No Fee B. Small Participant Fee for General Program C. Membership Fee for General Program D. Donation by Participants
2. VOLUNTEER LEADERSHIP WITH MATERIALS COSTS	A. Donated Materials - No Fee B. Leader Purchases Materials - Small Fee C. Community School Director Purchases Materials - Small Fee D. Participants Purchase Own Materials - No Fee E. Materials Cost Plus Small Fee for General Program
3. AGENCY PAID LEADERSHIP WITH OR WITHOUT MATERIALS COSTS	A. No Fee - Agency Contribution B. Fee Based on Agency Schedule C. Flat Fee with Community School Retaining Excess D. Per Capita Fee Reduced by Number of Participants E. Total Sponsorship F. Per Capita Sponsorship
4. NON-AFFILIATED, PAID LEADERSHIP WITH OR WITHOUT MATERIALS COSTS	A. Publicly or Privately Sponsored - No Fee B. Sponsored - Materials or Leadership Costs Only C. Straight Cost Plus, Based on # of Participants D. Per Capita Sponsorship - Reduced Per Capita Costs E. Leader Takes All F. Leader Takes All Less Percentage for Program

5. OTHER OPTIONS FOR DETERMINING AND/OR LEVYING FEES:

A. Per person based on hours of activity (30 hours x 50¢ per hour = $15)
B. Per Capita Rate on Basis of Participation - Minimum (12 people @ $10 each = $120)
C. Per Capita Rate on Basis of Reduction Beyond Minimum (20 people @ $6 each, or 10 people @ $12 each)
D. Child and Adult Contribution Per Activity (25¢ and 50¢)
E. Fee Based on In-Kind Contributions (Time, Canned Goods, Books, Materials, Etc.)
F. Reimbursement of Percentage of Fee for Each Attendance ($10 Fee with $1 returned each Session)
G. Add Your Own
H. Add Your Own

APPENDICES

A. INTERVIEW WITH INSTRUCTOR

Program ________________________________

Instructor ________________________________

Home Address ________________________________

Home Phone ________________________________

Business Address ________________________________

Business Phone ________________________________

1. How many class periods (hours) are necessary ________hrs./wk. ________wks.

   Total hours ________

2. When does the instructor want to teach the class?

   Day ____________ Day ____________ Day ____________

   Time ____________ Time ____________ Time ____________

3. Class capacity: Minimum ____________ Maximum ____________

4. Pay rate for instructor: $________ hr.

   ________hrs./wk. X ________wks. = ________hrs. X $________hr. = $________

   ________miles X ________trips = ________miles @ ________¢ mi. = $________

   Total pay for instructor $__________

5. Tuition or fees: Regular ____________ Material ____________

6. Room preferred by instructor: Facility ____________ Room ____________

7. What supplies or special facilities, etc., are needed by the instructor?

   ____

   ____

8. What is the instructor's opinion concerning the potential market?

   Senior Citizens __________ Adults __________ Minimum Age __________

   Youth __________ Preschoolers __________ Maximum Age __________

9. Please give a paragraph description of this course.

B.

REGISTRATION INFORMATION

COURSE ______________________ DATE BEGINS ______________________

INSTRUCTOR ______________________ DAY ____________ TIME ____________

CLASS MIN. ________ MAX. ________ ____________ HRS. ____________ WEEKS

TUITION ________ MAT.FEE ________ CAMPUS ____________ ROOM ____________

Student Name	Amt.-Reg. Recv'd	Date Tuition Paid	Cash	Check	Date of Withdraw
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

C.

COMMUNITY SCHOOL PROGRAM

INSTRUCTOR CONTRACT

Last Name First Name Date

Social Security Number

Address Number and Street Zip Code Home Phone Number

Name of Class Day(s) Time

Total hours per week Rate of pay per hour

CONDITIONS OF CONTRACT

(Please read the following carefully and sign your name below.)

1. All classes should begin on time and run the full time allocated.

2. If for any reason you cannot be present for a class, notification should be given to the program Coordinator as soon as possible in advance in order to acquire a substitute or to notify participants the class will not meet.

3. If you cannot continue teaching the class for any reason, a two (2) weeks notice should be given to allow time to obtain another teacher so the class can continue uninterrupted.

4. There will be a teacher evaluation made by participants during and at the completion of the class.

5. Time sheets for teachers are to be submitted on the last working day of the month.

6. Instructors are responsible for evaluting student progress in some manner, i.e.: project attempted and completed, physical capabilities, learning achievement, etc. Some proof of such results should be available upon request and/or at the completion of the class.

7. This contract is void if too few people register in order to hold the class.

I understand that failure to abide by the above conditions will result in the termination of this contract.

Date Signature of Instructor

Date Signature of Coordinator

D.

SAMPLE
COMMUNITY SCHOOL PROGRAM
GENERAL INFORMATION
FOR INSTRUCTORS

I. First Class Meeting

A. Please arrive 30 minutes before class to check out your room and to greet your students as they arrive.

B. Late Registration by Teachers
  1. If class is not closed, register the student before class if possible.
  2. Ask students to fill out registration forms and receipt their payment.

C. Attendance Form
  1. Fill out requested information on top.
  2. List names alphabetically.
  3. Record phone numbers.
  4. Attendance forms will be collected 15 minutes after class begins.
  5. Place form on the door to be collected.

D. Discuss General Information with Students
  1. BREAKS--One-hour classes may not necessitate a break, but one and a half-hour classes or more may take a 10-minute break at mid-point of class.
  2. NO CLASSES
  3. DISCONTINUED CLASSES
  4. REFUND POLICY
  5. YOUR MATERIAL FEE (cost, etc.)

E. Parking
  1. MIDDLE SCHOOL--Park in the bus parking lot (south of building) or park in the west parking lot behind the gymnasium and enter the west door.
  2. HIGH SCHOOL--Park in the south parking lot--front gates will be locked after first meeting--enter the high school by the second south door.
  3. VOCATIONAL SCHOOL--Park in the south lot by the tennis courts--enter the vocational school at the back.

F. Smoking and Refreshment Breaks
  1. Smoking and eating are prohibited in all public school classrooms; therefore, provisions will be made for smoking and refreshment breaks.
  2. MIDDLE SCHOOL--The smoking area will be between the cafeteria and the gym. The refreshment area will be in the cafeteria unless the cafeteria is reserved.
  3. HIGH SCHOOL--The smoking and refreshment areas will be in the cafeteria and in the foyer of the boy's gym, unless these facilities are being used.

4. All instructors are urged to break with your class to get to know your students plus it's good public relations for the Community Education Concept.

H. Fire Exit Information

Many adults are not familiar with the building layout; therefore, an orientation of fire exits should be discussed to eliminate any foreseeable misfortunes. Alternate escape routes should also be discussed.

I. Material Fees

1. Receipt all material fees you collect from your students.
2. Return the receipt book to the director.

II. General Information for Instructors

A. Contracts--must be signed by the second class meeting.

B. Care of Classrooms--Classrooms are used from 8:00 a.m. until 9:00 p.m. Most classrooms for adult education are cleaned before the evening classes meet. As our obligation to custodians during the evening hours, it is important that rooms be left in readiness for early morning classes. All teachers and students are asked to cooperate in seeing that the classrooms and chalkboards are left ready for use the next day. At the close of adult education classes, rooms should be left in good order and normally clean with windows locked and lights out.

Remember: Consideration for the day school teacher takes very little effort.

C. REQUISITION FORMS: These forms are enclosed and should be filled out and given to the director one week prior to the needed date.

D. Return your Teacher Packets in their entirety at the close of the course.

E. The Best Public Relations for the Community School Program and the Community Education Concept is Satisfied and Happy People.

E.

COMMUNITY EDUCATION
Alice, Texas
Registration and Class Roll Form

Campus Course Title Day Class Meets Hours Class Meets Date: Mo.-Day-Year

Instructor's Name (Last First) Address Telephone

Last Name	First Name	Under 18	Over 18	Address	Telephone	Cost of Course	Amount Tuition Paid	Withdrew
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								

F.

Community School Program
Class and Activity Planning Sheet

Class or Activity ______________________________

Objectives 1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

(If more room needed, use back.)

Weekly Lesson Plan or Concentration Area

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

(If more room needed, use back.)

Materials:

Comments and Suggestions:

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G.

STUDENT ACTIVITY EVALUATION

Please help us to improve the Community School program by evaluating the class you are participating in:

COURSE TITLE ______________________________ INSTRUCTOR ______________

Place a circle around the answer that best expresses your opinion.

1. Are the facilities suitable for this course? Yes No
2. Does the instructor seem to be prepared and capable? Yes No
3. Is the instructor courteous? Yes No
4. Does the instructor show enthusiasm for the subject? Yes No
5. Are you learning what you wanted to learn? Yes No
6. Is the length of the course: Adequate, Too Long, Too short?
7. Overall rating: Excellent Good Fair Poor

Any suggestions to improve this class? ______________________________

____

____

Are there other courses you would like to see offered in the future? (Feel free to suggest instructors, and if possible, their address and phone.) __________

____

____

____

Any comments about Community School Program? ______________________

____

____

____

How many previous Community School courses have you taken? ____________

Thank you for your help.
Your signature is not required.

H.

INSTRUCTOR'S PROGRAM EVALUATION

Program ______________________________ Instructor ________________

Fall ____________ Spring ____________ Summer ____________ Year ________

Beginning enrollment ________________ Ending enrollment ________________

FOR OFFICE USE

PROMOTION: Check type used: Brochure ______ Letters ______ Flyers ______

Newspaper ______ Radio ______ Tabloids ______

QUESTIONS: (React only to those that apply)

1. Please list all persons, instructors, representatives, etc., addresses, and state their relationship to the program. (This will include even custodians, etc., that are not obvious.) We would like to thank them for their help in making this activity a success.

____

____

____

2. Specific program problems, solutions, and suggestions for the next program.

____

____

____

3. Number of program participants you would expect to sign up for the program if run again next semester. Max. number ________.

   Please include your prophecy as to the success of this program if run again next semester.

____

4. Would you like to teach this course or another course next term?

   Yes ________ No ________

5. If yes, what course or courses would you like to teach? ______________

____

____

____

I.

REGISTRATION FORM

Clip and mail to: COMMUNITY EDUCATION
906 West Milton
Austin, Texas 78704

PRINT NAME PREFERENCE

______________________________ Date ____________________
First M.I. Last

Mailing Address: Street ____________________ Phone ______________

City ____________________ Zip ______________

I WISH TO ENROLL IN THE FOLLOWING COURSE:

Title ____________________ Time ____________ Day ____________
(Unless notified, you are officially enrolled.)

_________ Tuition (Amount)	PAID BY:	
_________ Material Fee (Amount)	☐ Check, payable to Community Education	IS CHILD CARE NEEDED? ____________
_________ Total Fee (Amount)	☐ Cash	
	☐ Money Order	

LIABILITY RELEASE: I hereby release the Austin Independent School District from all responsibility in case of an accident.

Signature ____

IF CLASS IS FILLED WHEN THIS REGISTRATION IS RECEIVED, PLEASE:

☐ Enroll me in another section of the same class if one is listed.

☐ Return my registration fee and add my name to the waiting list.

J.

COMMUNITY SCHOOL PROGRAM
INSTRUCTOR SERVICES REQUISITION FORM

Today's Date ______________

Program Title ____

Date Needed ______________________________ Day ______________
(Requisition must be submitted one week in advance of Date Needed.)

Time ______________ Room ______________ Campus ______________

Equipment needed in room:

☐ Tables (#__________)
☐ Chairs (#__________)
☐ Projector (#__________)
☐ Overhead (#__________)

Other arrangements (Be Specific) ____
____
____

Materials to be Prepared: Check Below — Copies

☐ Xerox (For class use) (#__________)
☐ Typed (For class use) (#__________)
☐ Xerox (For registration distribution) (#__________)
☐ Attached copies (For reproduction) (#__________)

Instructor ______________________________
Signature

Director ______________________________
Signature

K.

CAMPUS *WEATHERFORD INDEPENDENT
MEMORANDUM SCHOOL DISTRICT

From:________________________ To:__________________ Date:____________________

Re: SCHEDULING OF FACILITIES

I have scheduled the following facilities for the program indicated below:

Program____

Room____

Tuition____

Dates____

Day(s)____

Time(s)____

Please check all information given above to ensure all arrangements are correct.

Remember that it is your responsibility to schedule tables, chairs, projectors, microphones, etc., additional facilities, and necessary typing for the class by filling out a Requisition form and returning it to the Community Education Director.

If arrangements indicated above conflict with previous information you have given on Teacher's Interview, etc. please make appropriate changes on those informational sources immediately.

If for any reason you need to cancel a room that you have already received scheduling confirmation on, please let me know immediately so that we can reschedule the facility.

FIRE DRILL INFORMATION

1. The Building Supervisor is responsible to orient all Community School instructors with proper exit procedures in case of a fire at the Orientation Meeting one week prior to set date of registration. Check with your campus principal for this information.

2. The Community School Instructor is responsible to orient all students to proper exit procedures in case of fire the first day the class meets.

SMOKING REGULATIONS

1. It will be the Building Supervisor's responsibility to check with the local principal to determine if a place has been designated for smoking. As you know, Senate Bill Number 59 bans smoking in public facilities, unless done in a designated area.

   Community School instructors should be notified as to designated areas, if any, on the local campus at the Orientation Meeting to be held one week prior to set date of registration.

2. It will be the Community School Instructor's responsibility to announce to students (adults, not children) the designated areas available for smoking. If no designated areas are available on campus, please ask the students to either refrain from smoking or go outside on the grounds to smoke. The Instructor may wish to allow a 10 minute break for this activity, if the class hours are exceptionally long. The Instructor should ask students who smoke outside, to be sure to extinguish their cigarette carefully, and place it in one of the receptacles, rather than adding to the ground litter.

CLASS SCHEDULES

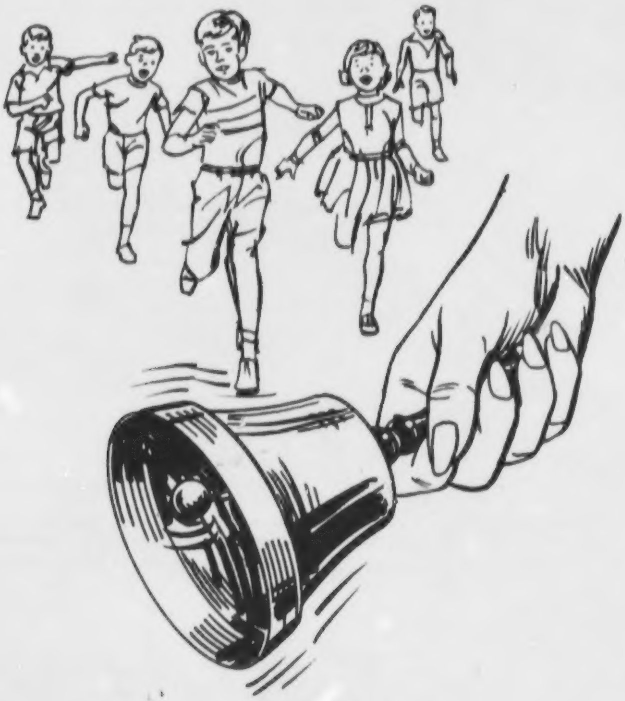
1. The Building Supervisor is in charge of setting class schedules for courses to be offered. He is responsible to coordinate Community School class schedules with the Alice Independent School District approved school calendar.

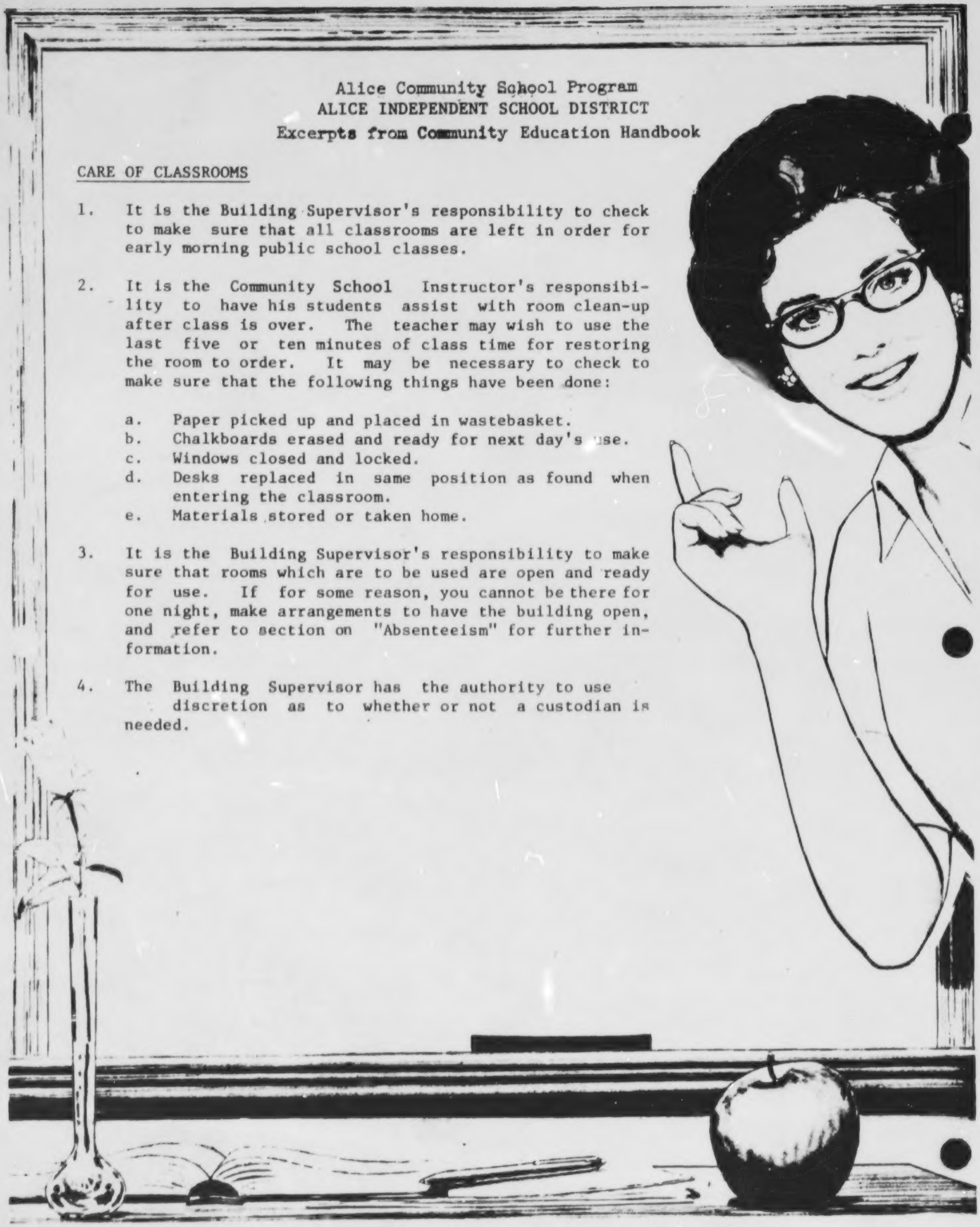
2. The Building Supervisor is responsible to contact the school principal on his campus to determine school activity dates which might interfere with holding Community School classes.

3. Some scheduled classes may have to be cancelled due to conflicts. Should this problem occur, the Building Supervisor is responsible to notify the Community School Instructor(s) at least one week prior to cancellation. This will allow the instructor time to announce cancellation of class meeting to students, and arrange a make up schedule.

4. The Community School Instructor is responsible to report make up date selection as determined by students to the Building Supervisor.

5. The Building Supervisor is responsible to see that all students have been notified if their class is cancelled.





Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

CARE OF CLASSROOMS

1. It is the Building Supervisor's responsibility to check to make sure that all classrooms are left in order for early morning public school classes.

2. It is the Community School Instructor's responsibility to have his students assist with room clean-up after class is over. The teacher may wish to use the last five or ten minutes of class time for restoring the room to order. It may be necessary to check to make sure that the following things have been done:

   a. Paper picked up and placed in wastebasket.
   b. Chalkboards erased and ready for next day's use.
   c. Windows closed and locked.
   d. Desks replaced in same position as found when entering the classroom.
   e. Materials stored or taken home.

3. It is the Building Supervisor's responsibility to make sure that rooms which are to be used are open and ready for use. If for some reason, you cannot be there for one night, make arrangements to have the building open, and refer to section on "Absenteeism" for further information.

4. The Building Supervisor has the authority to use discretion as to whether or not a custodian is needed.

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

END OF CLASS PROCEDURES

1. The building supervisor should collect the instructor's class roll sheets (registration forms) the night or afternoon the last class meets. No salary check should be paid to the instructor until records have been submitted.

2. It will be the building supervisor's responsibility to make sure that arrangements have been made for checks to be ready for instructors the evening the last class period meets. Arrangements for paying checks to instructors should be made by completing salary form, and turning it in to the community education office at least three weeks before salary is due to be paid.

3. Other items to be turned in to the building supervisor by the community school instructor include the lesson plans for course and the evaluation forms of the course (completed by the student).

   A. Lesson Plans for Course. A form entitled "Community Education Course Content" is available from the community education office. Lesson plans can be attached to this form. Those teachers who have already completed the community school course content form, shall not be required to complete this form, should they continue to teach the same course at another session. However, any teacher who has never completed this form, should be asked to do so. Lesson plans submitted can serve as a useful reference to any community school instructor who has not taught the course previously. The building supervisors have the authority to use their discretion in securing records of lesson plans from community school instructors.

   B. Evaluation of Course. A form entitled "Community Education Course Evaluation" to be completed by students enrolled in any community school course is available at the community education office. It will be the responsibility of the building supervisor to notify the community education office of the number of copies of this form needed for his/her community school three weeks before class sessions are over. Students should complete the form during the last class session. The instructor should turn in these evaluations to the Building Supervisor at the same time other records are submitted.

   All records should be sent by the Building Supervisor to the Community Education Office for analysis and filing.

INFORMATION FOR INSTRUCTORS (Non-school facilities)
WEATHERFORD COMMUNITY EDUCATION - GENERAL INFORMATION

Instructors teaching classes at non-school facilities must assume extra responsibility since such classes are widely dispersed and the Community Education staff cannot spend a great deal of time at each one.

Care of Facilities - We have been granted permission to use the facility as a public service. Please work with the person in charge to assure that our welcome is extended for future use. The facility should be left in at least as good a condition as you found it.

Requisition Forms - should be filled out and taken to the CE office well in advance of the day the materials and/or equipment will be needed.

Packets and Unused Supplies - should be taken to the CE office after completion of the course. Paid instructors should sign the invoice.

The Best Public Relations for Community Education and the Community School Program is to have satisfied and happy participants. Instructors are urged to get to know your students and to make them feel welcome.

FIRST CLASS MEETING

Please arrive 30 minutes early to introduce yourself to building personnel and to greet your students as they arrive.

Late registrants may attend the first class if the class is not already filled. Enrollment forms are included in your packet that can be filled out and mailed or brought by the CE office after class.

Blue Attendance Forms should be filled out completely with names listed alphabetically and phone numbers listed beside the name. Attendance forms will be kept by the instructor until the end of the course. It is suggested that instructors take a personal interest in students and call when they are absent.

DISCUSS WITH STUDENTS

1. Breaks - Classes that meet for more than one hour may take a 10-minute break mid-way through class.

2. Smoking and Refreshments may be subject to regulation in the facility you are using. Please check with the person in charge and obey any restrictions that may be in effect.

3. Classes that meet in school facilities do not meet on school holidays or when schools are closed for inclement weather, but your class may meet at your discretion. Discuss any unusual situations with your students and inform all parties concerned of any schedule changes. In most cases, it would be wise to advise the CE office.

4. Discontinued Classes - All students share an obligation to each other to attend regularly, since courses may be discontinued if attendance drops below an acceptable minimum.

5. Refund Policy - A full refund will be made to each student when a class is cancelled by the CE office. Students withdrawing prior to the second class meeting may receive an 80% refund by applying in person at the CE office.

If you have any questions or problems, feel free to call (594-7458) or come by the Community Education Office.

SAMPLE MEMORANDUMS

TO: Community School Instructors

FROM: Community School Director

DATE: January 1977

SUBJECT: Class Preparation

Your course did reach enough enrollment to begin the week of __________

____________________.
(DATE)

You will need to do the following:

1. Sign your contract.
2. Pick up your teacher's packet before your first class.
3. Make out your class roll before the first class meeting.
4. Read the instructions in your packet carefully, please.

If you can come by the community school office before ____________________,
(DATE)
it would be appreciated.

TO: Community School Instructors

FROM: Community School Director

DATE: June 1977

SUBJECT: Final class period

The following items need to be completed:

1. Planning Sheet completed (See Teacher's Packet)
2. Student's Certificates of Completion signed
3. Student evaluation sheets issued and returned
4. Instructor's Evaluation form completed
5. Invoice for pay signed
6. Teacher's packet made ready to turn in.

SAMPLE LETTER

Date

Inside Address

Dear Student:

We are sorry that you missed - ____________(name of activity)___________.

We hope to see you at the next class meeting. If for any reason we are not meeting your needs, please let us know by calling _(number)___ or writing to _________(address)____________.

If the reason you are not attending is illness, we hope you have a speedy recovery soon.

Thank you for your participation in the Community School Program.

See you in class,

___(name)___, Director
Community Education

SAMPLE MEMORANDUM

TO: Community School Instructors

FROM: Community School Director

DATE: February 1977

SUBJECT: General Information Concerning Community School Program

I am very pleased with the response that was shown during registration. We had _____ courses make, out of _____ and over _____ people of all ages register for your courses. Which proves that _______________ is continually responding to the Community Education concept and the Community School Program. In order to maintain success in the program, we must continue to strive to meet the wants and needs of our citizenry. The response to the classes have been good. People were excited about what they learned from the first class meetings and expressed to me that they really enjoyed class. Let's continue pleasing and many benefits from the Community School Program will be measurable for our community. I thank you for your help during the first week of classes. Many adjustments were made and are still being made so please bear with me through "this period of adjustment."

Please emphasize the following:

1. Students are encouraged to dress causually and comfortable for class.
2. Students are encouraged to smoke, eat and drink in designated areas and not in the halls. (A School Board Policy)
3. Please restate parking areas to be used at both campuses.
4. Make sure attendance is checked and placed on your door at least fifteen minutes after class begins.
5. Police your rooms before leaving. Lights out. Windows shut, etc.
6. Please leave chalk boards like you found them for the day teacher.
7. Late registration ended October 3.

From Comal County ISD

COMMUNITY SCHOOL TEACHERS

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Assist in planning community school programs and activities. Yes No 1 2 3 4

2. Assist in determining the wants and needs of community residents. Yes No 1 2 3 4

3. Assist in identifying resources within the community. Yes No 1 2 3 4

4. Assist in planning effective utilization of school facilities for community school programs. Yes No 1 2 3 4

5. Participate in orientation sessions about community education for residents. Yes No 1 2 3 4

6. Serve as a communication link between your neighborhood and community education. Yes No 1 2 3 4

7. Assist in determining goals and objectives for community education. Yes No 1 2 3 4

8. Assist in determining effectiveness of the community education project. Yes No 1 2 3 4

9. Participate in staff development activities to improve teaching skills. Yes No 1 2 3 4

10. Participate in staff development activities to improve leadership skills. Yes No 1 2 3 4

11. Serve on the community education advisory committee. Yes No 1 2 3 4

12. Act as a referral service for other agencies cooperating with community education. Yes No 1 2 3 4

From Comal County ISD

PARTICIPANTS

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Evaluate community school teachers. Yes No 1 2 3 4
2. Identify and recruit community school teachers. Yes No 1 2 3 4
3. Help in determining what classes are offered. Yes No 1 2 3 4
4. Help publicize classes and distribute brochures. Yes No 1 2 3 4
5. Conduct surveys with friends and neighbors. Yes No 1 2 3 4
6. Help in determining special activities, such as seminar topics, etc. Yes No 1 2 3 4
7. Help in evaluating total program. Yes No 1 2 3 4
8. Help identify other agencies and organizations which might want to cooperate. Yes No 1 2 3 4
9. Make recommendations about uses of school facilities. Yes No 1 2 3 4
10. Suggest alternative sites for classes. Yes No 1 2 3 4
11. Evaluate registration procedures and suggest changes for improvement. Yes No 1 2 3 4
12. Make suggestions about course content. Yes No 1 2 3 4
13. Become more personally involved in decisions affecting community education. Yes No 1 2 3 4
14. Assist in setting goals for community education. Yes No 1 2 3 4
15. Assist in determining the future direction of community education. Yes No 1 2 3 4
16. Serve on a community education advisory committee. Yes No 1 2 3 4
17. Assist in reordering room and helping teacher. Yes No 1 2 3 4

SAMPLE

Application for free or Reduced Community Education Tuition

Parent or Guardian: If you want free or reduced Tuition for you or your children, fill out this form and return to the Community Education Director.

Course or Program Applying for ________________

Name ________________ Address ________________

Father's Job ________________ Mother's Job ________________

Husband's Job ________________ Wife's Job ________________

Phone Number ________________ Date ________________

Name of adults or children for whom application is made:

1. ____________ 3. ____________ 5. ____________

2. ____________ 4. ____________ 6. ____________

Total number in family ________________

Number of children (including those listed above) attending school and/or preschool and day-care centers ________________

Total family income before deduction (including welfare payment. wage of all working members, pensions, social security, and all other income)

Yearly ____________ Monthly ____________ Weekly ____________

Please explain any hardships or unusual expenses which might make you or your children eligible for Community Education Scholarships.

____

____

I hereby certify that all of the above information is true and correct to the best of my information and belief.

________________ (Date) ________________ (Signature of adult family member)

____

____

FOR SCHOOL USE ONLY

Approved ________________ Disapproved ________________

Free ________________ Reason ________________

Reduced Price ________________ ________________

Date ________________ Signed ________________ (Director)

SAMPLE
NOTIFICATION OF ACTION TAKEN ON APPLICATIONS FOR FREE OR REDUCED TUITION FOR COMMUNITY EDUCATION

Date: ______________________________

Dear: ________________________:

Your application for free or reduced price tuition is:

________________Approved for free classes in ________________________

____

________________Approved for reduced tuition at _______per person.

________________Not approved for reason noted below. You have the right to appeal this decision. Such appeal must be made to (Raymond E. Curtis, Superintendent, 118 North Denton Street, Weatherford, Texas), who will conduct a hearing of the case and make the decision concerning the appeal. We have attached a copy of the proceudure to be followed if you decide to appeal this decision.

Reason(s) for rejection:

________________1. Income reported on application too high to meet income scale for either free or reduced tuition.

________________2. Special circumstances do not warrant free or reduced tuitions.

________________3. No special circumstances reported.

If you have any questions concerning this decision, please let us know.

Sincerely,

____
Director of Community Education

(The original of this letter will be sent to the family, a copy will be filed with the application.)

COMMUNITY EDUCATION

Certificate of Appreciation

PRESENTED TO

____

IN RECOGNITION OF YOUR PARTICIPATION IN

COMMUNITY EDUCATION

Your contribution to Community Education is deeply appreciated. We hope this Certificate will serve as a remembrance of a pleasant occasion. Presented______________________________.

______________________ ______________________

Director Superintendent

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REGULAR SCHOOL PROGRAM (K-12)

Incorporation of Basic Community Education Principles Into the K-12 Program

By Phillip Clark

Probably the biggest frustration to active community educators today is the lack of acceptance of basic community education principles into the regular school day instructional programs. Many school systems across this nation have expanded their educational services by providing exciting after school, evening, and summer learning experiences for community members of all ages. However, in most cases these same school systems continue to maintain very conventional and static regular school day programs oriented to "book learning." Why does this paradox continue to exist? Are the principles we profess to be so important in community education not applicable to the learning experiences of children during the day? If these principles are applicable, what role might active community educators assume in order to assist others in the acceptance of community education as an operational philosophy of education equally applicable to all facets of its educational offerings?

Obviously, the answers to these and other questions related to the incorporation of community education principles and practices into the regular school day instructional programs are not possessed by any one person. However, they do lie in the collective potential of all of us. It is the intent of this article to identify some of the possible causes for this lack of incorporation and offer some suggestions on what might be done for its facilitation. These suggestions are offered not as solutions but as "grist for the mill" of consideration. Readers are encouraged to modify any of the suggestions and are invited to forward their ideas to the writer.

It is suggested that a first step in the incorporation of community education into the regular school day instructional programs is the maximal utilization of the community education concept itself. The concept is being utilized like we see facilities and human resources being utilized; for only a portion of its potential. We must not delimit our understanding nor definition of community education to after school, evening, or other such programs. These are only programmatic offerings that hopefully resulted from the identification of wants and needs by community members. We must do everything possible to help people see and experience community education as an operational philosophy of education. It must be seen and experienced as a philosophy that subscribes to the following: 1) maximal utilization of all human, physical, and financial resources of a community in the providing of learning experiences and services for community members of all ages. 2) systematic involvement of representative community members in the identification of wants and needs and their involvement in suggesting or implementing organizational structure to meet these identified wants and needs. 3) maximal interagency coordination and cooperation. Community education is not solely the domain of the public school system. Maximum utilization of the concept itself will not be realized until it is demonstrated that the concept is equally applicable to all educational, governmental and service institutions, organizations and agencies. It is a philosophy which encourges them to work together in providing the best possible learning experiences and services, and the best utilization of the taxpayers' dollars.

A second possible cause for this lack of incorporation of community education into the regular school day instructional programs relates to the utilization of our active community education leadership. It is the opinion of this writer that in general we are not utilizing these people efficiently, nor are they in roles where they can truly facilitate and assist other educational leaders and administrators toward an operational philosophy of community education. It appears that we perceive their major role to be programmers and supervisors of facilities rather than facilitators for necessary educational changes. All too often, we have observed talented energetic community educators being utilized as "super custodians" of a facility, centering their activities around straightened classrooms, clean chalkboards, and coffee. Others, emancipated from this role, still are often school-centered in their activities rather than community-centered. Active community educators should be utilized as facilitators for accelerating positive educational changes using the organizational and administrative system that already exists. It is suggested that community education leaders should assume a low profile role which invests the concept with others. Our leadership should be designed to increase others' knowledge of the true philosophy of community education and instill in them an increasing psychological and emotional commitment to it.

Joint ownership of the philosophy is critical. We will only begin to affect the regular school day instructional programs when K-12 leaders decide to organize and implement, with their respective faculty members, community-centered learning experiences. We must provide low profile leadership necessary to bring these leaders to this kind of commitment.

> A leader is best
> When people barely know he exists.
> Not so good when people obey and acclaim him,
> Worse when they despise him.
> "Fail to honor people,
> They fail to honor you;"
> But of a good leader, who talks little,
> When his work is done, his aim fulfilled,
> They will say, "We did this ourselves."

ca. 565 B.C. -Lao Tse

A third and maybe the most important factor in the incorporation of basic community education principles into the regular school day instructional programs is the organizational and administrative model for community education and, hopefully, the model for its incorporation. There currently exists many models of organization and administration; however, most of them fall into two major categories: 1) those that utilize an organizational and administrative structure separate from that which already exists in the school system and 2) those that incorporate themselves within the already established structure. It would seem at first that these two categories would be easily distinguishable; however, they are not that discernable. The first category usually is directed by some type of supervisor of community education functioning from the central staff level. Normally these supervisors have community school directors in each building who develop programs and services unilateral to the possible establishment of any goals and objectives by the total staff. Often these building directors are administratively responsible to the supervisor for programming and to the principal for building supervision. Basically, the community school director becomes the after school assistant principal. Now, many good programs have resulted from this structure and the schools do involve large numbers of community members in various learning experiences. The structure has been highly successful in opening the schools and offering greater services; however, it seems to have had minimal effect on the regular school day instructional programs.

To build an organizational and administrative structure as an inherent part of the existing structure is sometimes more difficult and dangerous, since the leaders are vesting success of the total endeavor in the hands of many people, and often some of these people feel initially threatened by community education. However, when done well, these models are often far more successful because all persons involved have had the opportunity to apply basic principles of community education to their situation and now, in their own way, have a psychological and emotional commitment to its success.

Obviously, the type of organization that exists as well as responsibility for decision-making greatly affects potential success. Organizational structure which emphasizes decentralized management and a collegial approach to goal setting and evaluation seems to have been most successful. Those structures which recognize building principals not as day school principals but as the chief managers of their facilities, per se, also seem to be most successful. Their role is to work with the entire staff and community to develop a comprehensive plan for providing all kinds of learning experiences and services for community members of all ages. Such a decentralized approach also requires budget decisions to be managed at the building level utilizing budget management systems such as the Per Pupil Budgeting System so commonly being used today.

A critical role in successful incorporation and administration is that of the principal. School building principals have often been identified as the "culprits" in the lack of assimilation of basic community education principles into the regular school day instructional programs. The reasons for their lack of enthusiasm probably are many, some the fault of the principals themselves and others resulting from legitimate concerns. Regardless of these reasons we must realize that principals are the key to the success or failure of incorporation. They are the managers of the functional units of a school system. They are key individuals empowered by school board policy to lead the staff of that facility and members of the community in the development of a comprehensive plan of education.

Active community education leadership should be organized and administered to assist principals in the above-mentioned role. Recently a few school systems have initiated community education on a system-wide basis and have utilized their community education staff members as regional coordinators. These coordinators wear many hats, but have as their major task the responsibility to work closely with several principals, their respective staff members and advisory councils. These coordinators serve as facilitators and assist the principals in leading their faculty in the development of goals, programmatic offerings, and evaluation.

"Comprehensive Planning" is a fourth very important factor in the incorporation of basic community education principles into the regular school day instructional programs. We will see real incorporation only when the administrators, teachers, counselors, other faculty and community members sit down together to develop educational goals and objectives in order to make available community-centered learning experiences to people of all ages. Prior to comprehensive planning is the formal adoption of the community education philosophy by the Board of Education. This step is critical because it represents the establishment of Board policy which becomes the responsibility of administrators to implement.

Again, the principal is the key person in comprehensive planning. It is suggested that Boards of Education require continuous comprehensive planning by staff members of each school facility. These plans should include the educational wants and needs of all community members, as well as indicate methodology to be used in achieving the stated goals. Each plan would also describe evaluative procedures to be utilized. The involvement of faculty and community members in identifying staffing needs to meet the established goals and objectives is a significant result of comprehensive planning. It would then become the responsibility of the principal and selected staff to determine staffing roles and reassignment of existing faculty members. It is suggested that release-time staff, paraprofessionals, interested community members, and extra-pay faculty be utilized for extended school day activities as teachers, supervisors, and in other identified roles. We should maximize the utilization of every person by actively involving the above-mentioned people in various identified roles. This would allow many teachers, counselors, and administrators, as well as other community members, avenues of real involvement and an opportunity to commit themselves to the philosophy of community education.

There are obviously many other factors which affect the incorporation of basic principles of community education into the regular school day instructional programs. Two very important ones are: 1) use of system-wide regional and building level community advisory councils, which are interrelated and address themselves to the total educational endeavor, and 2) use of good inservice training experiences for all staff members.

Most of the factors identified have related to administration, organization, definition, and leadership of community education. There are however, many things that building directors can do to accelerate the incorporation. Several suggestions were contributed in a recent article entitled "Guidelines for Relating Community Education and the Regular School Instructional Program," *Community Education Journal*, Volume II, Number 1, February 1972.

Again, all suggestions that have been made are offered not as solutions but as "grist for the mill" of consideration. Readers are encouraged to modify any of the suggestions and are invited to forward their ideas to the writer.

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COM·MU·NI·QUÉ
BRIEF NOTES ABOUT COMMUNITY EDUCATION
TEXAS EDUCATION AGENCY, DIVISION OF ADULT PROGRAMS, AUSTIN, TEXAS 78701

Volume II, Number 5 January 26, 1979

This issue is devoted to the idea of integrating the COMMUNITY EDUCATION CONCEPT into the REGULAR SCHOOL PROGRAM.

TEXAS ASSESSMENT PROJECT: RESULTS REVEALING AND CHALLENGING

The State Board of Education has long had responsibility under Texas law to "review periodically the educational needs of the state, adopt or promote plans for meeting these needs, and evaluate the achievement of the educational programs."

During the past several years, it has taken two major steps to meet both the letter and the spirit of this mandate. First, it adopted the Goals for Public School Education in Texas in 1970. Second, it sought resources from the Texas Legislature to conduct a statewide assessment of student achievement.

The Sixty-fifth Texas Legislature responded by enacting Senate Concurrent Resolutions 29 and 30. These resolutions called upon the Board to:

- Improve the quality of information available for state and local planning.
- Evaluate programs in relation to student learning goals.
- Assess student proficiency in basic learning areas.
- Provide corrective measures where necessary.

In Senate Bill I, the Legislature provided funds for carrying out the purposes of these resolutions.

The Texas Assessment Project (TAP), first statewide effort to measure the achievement of public school students in four key curriculum areas, was completed in 1978. A scientifically drawn stratified random sample of 110,000 elementary, junior high, and senior high school students completed tests in reading, mathematics, citizenship, and writing (composition).

The total assessment plan and some of the test instruments were developed by Texas Education Agency staff members working with teams of curriculum specialists from a variety of school districts.

Three testing methods were used. Sample groups of sixth graders took norm-referenced tests in reading and mathematics, producing scores which can be compared with those made by other students across the nation. Other sixth and 11th grade groups took criterion-referenced tests which measured their achievement against specific objectives set for Texas students in reading and mathematics.

A third sample of nine-, 13-, and 17-year-olds took tests which included questions in writing and citizenship developed by the National Assessment of Educational Progress (NAEP) project. Using these NAEP items as the basis for judgment, Texas is able to determine how well its students achieve on specific exercises as well as compare their responses with those of other groups.

All test data were compiled and reported on both a statewide and regional basis. Under the assessment plan developed by the Texas Education Agency, no comparisons can be drawn among school districts, campuses, teachers, or students.

The results of the assessment of reading and mathematics were reported to the State Board in October 1978, and the findings in the areas of writing and citizenship achievement were reported in November 1978. The major findings of the Texas Assessment Project are contained in the report entitled Summary Report.

Results of the Texas Assessment Project have also been published in five specific reports:

. Reading - Texas Assessment of Essential Objectives
. Mathematics - Texas Assessment of Essential Objectives
. Achievement in Reading and Mathematics - Sixth Grade
. Writing - A Statewide Assessment in Texas
. Citizenship - A Statewide Assessment in Texas

A detailed analysis of the total test results lead to two overall conclusions:

(1) Students from families with average or above income performed significantly better than students from low income families in the four tests.

(2) Greatest differences in reading and mathematics achievement were found among the three major ethnic groups: black, Mexican American, and "other." (The "other" category is made up almost entirely of white students.)

An analysis of the different kinds of tests reveals the following:

(1) Girls performed better than boys on the reading, mathematics, and writing tests, with one exception. Eleventh grade boys performed

better than girls on four of the criterion-referenced mathematics objectives. Boys generally performed better than girls on the citizenship test. Differences between boys and girls on all tests were greater at the sixth grade than at the 11th grade.

(2) A number of significant differences were found in the performance of students among the 20 regional education service centers in reading and mathematics. Students in those regions with relatively small ethnic minority populations generally performed better than students in regions with large minority populations.

(3) Students tested in reading and mathematics tended to perform better on learning objectives that deal with rather concrete, specific skills than they did with those which require higher order thinking skills such as decision making and problem solving.

(4) Texas students performed about as well as their peers across the nation on imaginative, expressive writing but not as well on explanatory and persuasive writing. They did about as well on many aspects of writing mechanics, such as punctuation and spelling. However, they did not do as well on the use of paragraphs or writing more fluent sentences.

(5) Low performance was found among students who reported having few reading materials in their homes, watching large amounts of television, doing little or no homework, and speaking a language other than English in the home.

The Texas Assessment Project provides useful information for the Legislature, the State Board of Education, school districts, and the regional education service centers.

However, tests can only determine the status of student achievement. They do not automatically improve it. The Texas Education Agency is now making a detailed study of curriculum and programs in terms of the test results, working toward that improvement.

Low performance of any of the groups of students discussed in the report cannot be attributed to any single factor inside or outside the school, since many factors are in a constant state of interaction. Factors found to be associated with low achievement should be studied and recommendations formulated to bring about improvements in instruction that will increase achievement in these areas. To be successful, appropriate actions to bring about such improvements will have to be taken by various elements of the educational community:

1. Improvements planned and implemented by local school districts must be the major focus of effort to improve student achievement where it is found to be low.
2. School personnel should work with parents in determining what the parents can do to encourage and help their children to learn more effectively.

3. Technical assistance provided by the 20 regional education service centers should be designed to help school districts to strengthen their instructional programs.

4. Institutions of higher learning which prepare teachers and other educational specialists should take into account identified learning gaps found among groups of students and improve their teacher education programs to prepare teachers and administrators to deal with these learning problems.

5. Professional organizations should provide leadership for improving instructional programs.

6. The Texas Education Agency should consider all feasible steps to encourage and assist school districts in addressing identified student learning needs. These may include the revision of State Board of Education policy and the redirection of Agency resources toward the solution of these problems.

7. Appropriate requests should be made to the Texas Legislature to provide the resources and the flexibility necessary for school districts to plan and implement the required improvements in their instructional programs.

8. At both local and state levels, school boards, school administrators, and school staffs should work vigorously to inform the general public of both the successes and the problems identified in connection with student achievement. Concerned citizens should be encouraged by school officials to participate in and support constructive efforts to bring about improvements in the quality of educational opportunities for all students in Texas.

Copies of the five specific reports and the Summary Report are available from the Texas Education Agency, Publications Distribution, 201 East 11th Street, Austin, Texas 78701.

INTERRELATIONSHIPS

A premise of community education is that the regular school program (K-12) can be enhanced and improved if the concept is endorsed. Based on this premise, an annual goal of community education at the local and state level should be the integration of the concept with the regular school program. The results of the Texas Assessment Project (TAP) indicating areas of curriculum weakness along with a recent Gallup Poll indicating the public's attitudes toward public schools (printed in the Umbrella, November 1978) should provide projects with the most current information documenting educational needs. As councils, school districts, and communities begin to plan for a new year, this current information along with findings from needs assessments should provide the impetus for more interrelationships between community education and the regular school program.

According to the TAP Summary Report, in order to bring about improvement, various elements of the educational community must take appropriate action. In many of these suggested areas, outlined on pages 3 and 4 of this issue, the community educator in concert with others can help facilitate this action. Many community education projects have begun to work with regular school staffs and administrations. For example, a reading tutorial program has been organized at A&M Consolidated Independent School District, and joint curriculum planning meetings between community school and K-12 staffs have been organized in Austin's community schools. Many more examples can be found in the handout entitled Community Education Innovative Activities As Reported From FY 1978 Annual Reports; Section II. Influences on the K-12 Program, published by the Division of Adult Programs.

K-12 ENHANCEMENT

The following excerpts, reprinted with permission, were taken from the article entitled Community Education: Does This Mean Back to the Basics? by Barbara Nye published in the Tennessee Community Education Newsletter. The article provides examples of how components of community education can interrelate with the regular school program and philosophy. Perhaps a similar exercise should be conducted by projects in Texas. This would be useful in planning and implementing complementary activities in meeting educational needs. All school systems have districtwide and campus goals and objectives.

Community Education Components by Olsen and Clark[1]:

1. Systematic community involvement
2. Maximum use of all resources
3. Cooperation and coordination
4. Life-long learning experiences
5. Community problem solving
6. Life-centered curriculum

Community Education Components	Regular School Components/Activities
	I. Home, School, and Community Involvement
1	A. Utilize meetings of parent groups to inform parents and community.
2	B. Involve news media.
5	C. Recruit parents and community volunteers to aid instruction and serve as tutors.
3	D. Improve reporting and involve parents closely; for example, issue diagnostic report cards at the beginning of the school year.
1	E. Conduct parent-teacher conferences.
1-6	F. Restore school as center of community activities.
5	G. Coordinate the services of local and state agencies which impact on family life.

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[1] For further reading on K-12 and community education, see Olsen and Clark. Life-Centered Education, Pendell Publishing Company, 1977.

Community Education Components

1. Systematic community involvement
2. Maximum use of all resources
3. Cooperation and coordination
4. Life-long learning experiences
5. Community problem solving
6. Life-centered curriculum

Community Education Components	Regular School Components/Activities
	II. Instructional Approaches
6	A. Identify the student's specific needs and allow flexibility of course content in order to correct deficiencies.
4	B. Improve student's self-image, including recognition of effort and achievement.
6	C. Develop diagnostic-prescriptive approaches to individualized instruction in basic skills.
6	D. Devise instructional units to assist students in correcting deficiencies.
6	E. Implement mini-courses designed to address specific objectives.
2	F. Utilize instructional media and technology.
2	G. Develop a program of peer instruction.
2	H. Utilize teaching-learning contracts involving teachers, parents, and students.
6	I. Emphasize basic skills as part of content areas.
6	J. Relate basic skills as part of content areas.
4	K. Provide early experiences for students in the skills involved in test taking.
6	L. Ensure that basic skills are included in the textbooks and curriculum guides and that these skills are taught.

RESOURCES

1. Alternative Schools Project for Juvenile Offenders: For more information, contact Criminal Justice Planners located in Regional Councils of Governments throughout Texas to inquire about FY 1980 and 1981 eligibility and application procedures through county governments. (Information reported to the Communique from Larry Johnston, Community Education Coordinator, Texarkana ISD)

2. NEH Youth Projects: The National Endowment for the Arts and Humanities is promoting this new grant program to encourage new and challenging learning experiences in the humanities for youth.

   Projects designed with the aid of these awards should:

   1. Involve children and teenagers in activities aimed at increasing their understanding of history, culture, and ideas.
   2. Take place outside formal educational settings.
   3. Give young people the chance not only to learn about the humanities, but also to apply their knowledge through varied activities.
   4. Reach large numbers of young people at a relatively low cost per youth participant.
   5. Promote cooperation among diverse individuals and groups at the community level, including educational and cultural institutions, civic organizations, and youth groups.

   To be eligible, projects must focus on a subject in one or more disciplines of the humanities: history, philosophy, literature, linguistics, ethnic studies, history and criticism of the arts. Aspects of the social sciences that employ historical or theoretical approaches are also eligible.

   Nonprofit organizations and institutions that operate on a national, regional, state, or local level are eligible to submit proposals for NEH youth projects. Such groups include youth and community organizations, civic groups, educational and service organizations, schools, libraries, media centers, theaters, museums, historical and research societies, state and local governments, universities and colleges.

   For more information, contact the National Endowment for the Arts and Humanities, Washington, D.C. 20506; telephone: (202) 724-0396.

3. Inexpensive Book Distribution Program - Reading Is Fundamental, Inc. (RIF). This program has been recently promoted on national television.

   Reading Is Fundamental, Inc. (RIF), is a national, nonprofit organization designed to motivate children to read by giving them the opportunity to choose and own inexpensive books. Since its beginning 10 years ago, RIF has distributed over 6,000,000 books to 2,000,000 children all over the United States. Children at all economic levels, in urban as well as rural areas, have benefited from RIF.

Each of the nearly 400 local programs is autonomous. The projects are operated almost entirely by volunteers, educators, service groups, librarians, and especially parents. Parental involvement is a key element of RIF. Many local RIF projects are established in schools and libraries, but they are also located in recreation centers, day care centers, churches, and parks. They serve youngsters three years old through senior high school age.

National RIF aids these programs by providing technical assistance through direct contact with local programs. It provides information regarding qualifying and applying for the Inexpensive Book Distribution Program, which makes federal funds available to match local funds for the purchase of books. Also, National RIF works with other national organizations that are interested in the development of new reading motivation programs.

For further information contact: Ms. Joyce Chabot, Deputy Director for Field Services, L'Enfant 2500, Smithsonian Institution, Washington, D.C. 20560; telephone: (202) 381-6117.

PUBLICATIONS

1. Reporting on Reading: This newsletter is available free to anyone interested in having more information about reading programs and activities. Send your name, address, and request to be placed on the mailing list to: Reporting on Reading, Cemerel, Inc., 3120 59th Street, St. Louis, Missouri 63139.

2. International Reading Association Catalog: Request this publication from the International Reading Association, 800 Barksdale Road, P. O. Box 8139, Newark, Delaware 19711. Cost: Unknown

3. Educational Programs That Work: This catalog contains a resource listing of exemplary educational programs developed by local school districts and approved by the Joint Dissemination Review Panel in the Educational Division of the Department of Health, Education, and Welfare. For more information, contact the Division of Educational Replication, Bureau of School Systems, U.S. Office of Education, ROB 3, Room 3616, 400 Maryland Avenue, S.W., Washington, D.C. 20202; telephone: (202) 245-2257.

4. Federal Community Education Clearinghouse Publications:

    a. A Life-Centered Curriculum - Accession No. 01452
    b. Community is the Classroom - Accession No. 00328
    c. A Perspective on Lifelong Learning - Accession No. 00966

Each of the above articles or publications express ideas on the integration of community education and the regular school program. To request copies, order by the title and accession number and write the Federal Community Education Clearinghouse, Informatics, Inc., 6011 Executive Boulevard, Rockville, Maryland 20852; telephone: (800) 638-6098.

5. a. The Community School Principal - New Horizons: $9.50
   b. Life-Centering Education: $8.95
   c. Focus: Seven Steps to Community Involvement in Educational Problem Solving: $3.00
   d. The Role of the School in Community Education: $4.95

Each of the above publications is available from Pendell Publishing Company, Box 1666, Midland, Michigan 48640.

6. Texas Education Agency Publications:

   a. Promising Practices in Reading-Reports from Schools in the Texas Right to Read Effort - Publication No. GE83801
   b. Elementary Reading Program - Publication No. CU83801
   c. Learning Partners:
      Second Languages and Reading (Brochure)
      Reading and Social Studies - Pub. No. CU883206
      Reading and Science - Pub. No. GE884101
      Reading and Early Childhood Education - Pub. No. GE883802
   d. Integrating the Language Arts: Basic to Success in Learning: Writing, Speaking, Listening, and Reading - Pub. No. MA183801

Publications are obtained from the Publications Distribution Section, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701; (512) 475-2268.

ANNOUNCEMENT

The Texas Community Education Association has announced the receipt of a $25,000 grant from the Levi Strauss Foundation. Grant money will be used primarily for training council members and stimulating community involvement in problem solving. The Association is encouraging council and school district participation and are requesting letters of interest be sent by February 12 to Paul Cox, President, Texas Community Education Association, Region XI Education Service Center, 2821 Cullen Street, Fort Worth, Texas 76107; telephone: (817) 336-0363.

Working Cooperatively with Vocational-Technical Programs

As a community education coordinator or director one should be aware of the following when working with Vocational-Technical education:

1. Make sure you know who is responsible for vocational training in your community.

2. Be sure you know the line and staff organization of the private and public school vocational training programs in your community before any cooperative agreements are arranged in providing community education services.

3. Learn and understand your local, state and federal support services and financing for vocational training.

4. Know the difference between secondary and post-secondary and adult vocational training in your community. By this we mean how programs are coordinated, financed and planned and most important what is their objective.

5. If vocational programs already exist in your community, try to establish your community school programs as a cooperative partner rather than a competitor for funds, services, etc.

6. In developing a community education council be sure to include vocational educators and community leaders that relate to vocational education so that you have a link of communication between these two endeavors.

7. When promoting community education services try to get your vocational friends to work with you in making schedules, bulletins and any other public relations endeavors.

8. Remember that most adult vocational programs are refered to as community education services just like general community education, therefore it is very important to communicate at all levels on providing these kinds of services in your community.

9. Vocational education in most states has been in existence for many years and has won a trememdous support at all levels; therefore, be sure to tap the resources of the vocational system.

Working Cooperatively With Social Service Agencies

1. Most communities have social service agencies. A representative from the school meeting with different agencies periodically increases school-community communication and allows greater coordination in after-school and summer community education activities.

2. Many children participate in recreation and cultural activities through area social service agencies, yet their school records usually do not reflect their involvement. Design positive report forms and have agencies fill them out for participants. Include these in permanent records.

3. Teachers often do not live in the same area where they teach. If a part of every staff meeting included a presentation on a local social service agency, teachers would become more familiar with community resources.

4. Similarly, classroom visitations and presentations by local agency representatives would serve to better acquaint children with their community resources.

5. The school can serve as an agency community vehicle. Parent and resident groups can meet regularly at school where agency personnel can make their programs and activities known.

6. Many people in the community would like to participate in school activities, but have no direct connection with the school:

    a. Have a local agency set up and staff a senior citizen drop-in center in your facility;

    b. Instead of sending fliers home with children, try a resident mailing regarding PTA or other school meetings;

    c. Develop a resident newsletter which includes announcements not only about the school, but also news from area agencies.

7. Make it possible for school staff to represent your school on agency boards and advisory councils. Their participation expands your visibility and impact in community life.

8. Many residents see school and community as distinctly separate entities. Let everything you do serve to highlight your role as a contributing part of the community!

From Comal County ISD

SCHOOL ADMINISTRATORS & INSTRUCTIONAL PERSONNEL

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Participate in determining the wants and needs of students and community residents. Yes No 1 2 3 4

2. Assist in determining the goals and objectives of the community education project. Yes No 1 2 3 4

3. Assist in determining programs and activities to be offered by the community education project. Yes No 1 2 3 4

4. Assist in determining effective utilization of school and community facilities. Yes No 1 2 3 4

5. Assist in identifying community and school resources. Yes No 1 2 3 4

6. Participate in planning for the implementation of community school programs. Yes No 1 2 3 4

7. Serve as a referral service for other agencies cooperating in community school programs. Yes No 1 2 3 4

8. Serve as a communication link between community schools and your neighborhood. Yes No 1 2 3 4

9. Serve as a member of the community education advisory committee. Yes No 1 2 3 4

10. Assist in determining the effectiveness of the community education project. Yes No 1 2 3 4

11. Assist in planning and implementing staff development activities. Yes No 1 2 3 4

12. Assist in planning and implementing activities for the development of community leadership. Yes No 1 2 3 4

SAMPLE PRINCIPAL AND PROFESSIONAL STAFF COMMUNITY SCHOOL SURVEY (K-12)

Circle One: 1. Principal 2. Assistant Principal 3. Other Professional Staff

SA--strongly agree UN--undecided SD--strongly disagree
A--agree D--disagree NA--not applicable

Circle appropriate response:

1.	I understand the concept of community education	SA	A	UN	D	SD	NA
2.	I understand my role in the community school.	SA	A	UN	D	SD	NA
3.	I can be involved in the development of goals and objectives for our community school program.	SA	A	UN	D	SD	NA
4.	The community school director and I meet periodically to discuss new developments in both the community school and required programs.	SA	UN	UN	D	SD	NA
5.	The community school director has informed the school faculty regarding the concept of community education.	SA	A	UN	D	SD	NA
	a. the school staff (aides, custodians, etc.)	SA	A	UN	D	SD	NA
6.	The community school director works well with the community school council to help give direction to the community school program.	SA	A	UN	D	SD	NA
7.	The community school director sees that adequate supervision is provided for all phases of the community school program.	SA	A	UN	D	SD	NA
8.	The community school director involves existing service agencies in the community school program.	SA	A	UN	D	SD	NA
9.	The community school director prepares a room schedule of community school program activities	SA	A	UN	D	SD	NA
10.	I am kept informed of all activities being offered in the community school program.	SA	A	UN	D	SD	NA
11.	The community school program has brought about better communication between the neighborhood and school.	SA	A	UN	D	SD	NA
12.	The community school program has complemented our required K-12 program.	SA	A	UN	D	SD	NA
13.	There have been few faculty complaints regarding the community school program.	SA	A	UN	D	SD	NA
	a. staff complaints						

SA--strongly agree
A--agree
UN--undecided
D--disagree
SD--strongly disagree
NA--not applicable

14. School facilities are utilized more fully since the initiation of the community school program. SA A UN D SD NA

15. There has been faculty praise of the community school program. SA A UN D SD NA
    a. staff praise SA A UN D SD NA

16. Many children in the required program attend class more regularly since their participation in the community school program: SA A UN D SD NA
    a. since their parents participate in the community school program SA A UN D SD NA

17. Vandalism of school property has decreased since the initiation of the community school program. SA A UN D SD NA

18. More parents are assisting in the required program since the initiation of the community school program. SA A UN D SD NA

19. Some children in the required program are now receiving extra academic help as a result of the community school program. SA A UN D SD NA

20. Neighborhood residents come to the community school director for help and to express their ideas. SA A UN D SD NA

21. Generally the community's reaction to the community school program has been good. SA A UN D SD NA

22. The community school program is accomplishing the majority of the goals and objectives established for it. SA A UN D SD NA

23. I have observed more than half of the activities offered in the community school program. SA A UN D SD NA

24. Students who have not responded positively toward the required program have actively participated in the community school program. SA A UN D SD NA

25. The general attitude of the neighborhood toward the school has improved as a result of the community school program. SA A UN D SD NA

26. The community school concept has improved communications between the teacher and the parent. SA A UN D SD NA

SA--strongly agree UN--undecided SD--strongly disagree
A--agree D--disagree NA--not applicable

27. I am informed of the community school advisory council suggestions, findings, and	SA	A	UN	D	SD	NA
activities.	SA	A	UN	D	SD	NA
28. I have attended a community school advisory council meeting.	SA	A	UN	D	SD	NA
29. Attitudes of many students who participate in the community school program:						
a. have improved toward the school	SA	A	UN	D	SD	NA
b. have not improved	SA	A	UN	D	SD	NA
c. have remained the same	SA	A	UN	D	SD	NA
30. Attitudes of many students whose parents participate in the community school program:						
a. have improved toward the school	SA	A	UN	D	SD	NA
b. have not improved	SA	A	UN	D	SD	NA
c. have remained the same	SA	A	UN	D	SD	NA
31. Many students have improved academically since participating in the community school program:	SA	A	UN	D	SD	NA
a. since their parents participated in the community school program	SA	A	UN	D	SD	NA

Comments, observations, or suggestions:

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SAMPLE FACULTY AND STAFF COMMUNITY SCHOOL SURVEY (K-12)

Circle One: 1. Teacher 2. Teacher's Aide 3. Other

SA--strongly agree UN--undecided SD--strongly disagree
A--agree D--disagree NA--not applicable

Circle appropriate response:

1. I understand the concept of community education. SA A UN D SD NA
2. I understand my role in the community school. SA A UN D SD NA
3. I can be involved in the development of goals and objectives for our community school program. SA A UN D SD NA
4. The community school coordinator meets periodically with the faculty to discuss new developments in the community school and required K-12 programs. SA A UN D SD NA
5. The community school coordinator asks for faculty suggestions in planning new activities in the community school program. SA A UN D SD NA
6. The community school program has improved communication between the school and this neighborhood. SA A UN D SD NA
7. I support the community school program of this school. SA A UN D SD NA
8. More neighborhood residents are now interested in the required K-12 program as a result of the community school program. SA A UN D SD NA
9. Children in the required program attend class more regularly:
    a. since their participation in the community school program SA A UN D SD NA
    b. since their parents participate in the community school program SA A UN D SD NA
10. Classrooms are left in an orderly manner after use in the community school program. SA A UN D SD NA
11. My classroom instruction has been enriched by the community school program. SA A UN D SD NA
12. School facilities are utilized more fully since the initiation of the community school program. SA A UN D SD NA
13. The general attitude of the neighborhood toward the school has improved as a result of the community school program. SA A UN D SD NA

SA--strongly agree   UN--undecided   SD--strongly disagree
A--agree   D--disagree   NA--not applicable

14. Community residents have been recruited through the community school program to assist in the required K-12 program. SA A UN D SD NA

15. Children in the required K-12 program have remarked favorably about the community school program. SA A UN D SD NA

16. The community school coordinator provides a room schedule of community school program activities. SA A UN D SD NA

17. Students who have not responded positively toward the required program have actively participated in the community school program. SA A UN D SD NA

18. The community school coordinator listens to suggestions. SA A UN D SD NA

19. The community school concept has improved communications between the teacher and the parent. SA A UN D SD NA

20. I participate in the community school program of this school. SA A UN D SD NA

21. I am a member of the community school advisory council. SA A UN D SD NA

22. I have had more parent-teacher conferences since the school became a community school. SA A UN D SD NA

23. Attitudes of many students who participate in the community school program
    a. have improved toward the school SA A UN D SD NA
    b. have not improved SA A UN D SD NA
    c. have remained the same SA A UN D SD NA

24. Attitudes of many students whose parents participated in the community school program
    a. have improved toward the school SA A UN D SD NA
    b. have not improved SA A UN D SD NA
    c. have remained the same SA A UN D SD NA

25. Many students have improved academically since participating in the community school program: SA A UN D SD NA
    a. since their parents participated in the community school program SA A UN D SD NA

Comments, observations, or suggestions:

Artist Round-up Time

DATE: January 3, 1977

TO: Parents of Kindergarten and First Graders

FROM: Pat Knebel, Community Education K-12 Enrichment and Supportive Program

SUBJECT: Registration for art classes

Students will be offered a variety of challenges when they begin to create using a wide range of exciting materials. Projects will include painting, drawing, and sculpting.

It is our desire that the child's reading abilities will be enriched by providing art as a basic skill. The course will stimulate visual awareness and the excitement of creating and doing!

The art courses will begin the week of January 24, 1977 and continue through the week of March 28, 1977 from 3:15-4:30.

Spanish For The Younger Set

DATE: September 27, 1977

TO: Parents of Kindergarten and First Grade Students

FROM: Lurinda Barton, Assistant Director of Community Education

SUBJECT: "El Globo Amarillo"

For your child's pleasure, we are offering a conversational Spanish class, "El Globo Amarillo," in grades K-1.

The class will consist of enrichment activities in literature, music, art, and dance.

It has been determined that children can learn several languages at one time, and that it is particularly successful while beginning reading is taking place.

If you are interested in having your child involved in this rewarding experience, please fill out the form below and return it along with $4.00 to the school secretary by October 3, 1977.

The class will be taught by vivacious Judi Benestante. It will be offered every Thursday for six weeks, beginning October 6 and ending November 10 from 3:30-4:30. It will be held in the Bay City Junior High School Library. NOTE that this class has been changed from the Pierce Library since the last notice.

FALL 1977 CLASSES
ENRICHMENT & SUPPORTIVE PROGRAM
Preschool, Kindergarten, First Grade

Artist Round Up

Enrollment limited to 12 (PS) - 15 (K-1)

COURSE NUMBER	GRADE	TIME	COURSE TITLE & PLACE	INSTRUCTOR	FEE	DATES
B1	PS*	10:00 - 11:00 p.m.	Holmes Cafeteria Stage	Gayle Hahn	$4.00	Tuesday & Friday October 4 - 28
B2	K-1	3:30 - 5:00 p.m.	Holmes Room 22	Donna Taylor	$4.00	Monday Sept. 12 - Oct. 31
B3	K-1	3:30 - 5:00 p.m.	Pierce Room 28	Ella Vargas	$4.00	Thursday Sept. 15 - Nov. 3

A fun course designed to stimulate visual awareness by creating and doing.

Fun Storyhour

COURSE NUMBER	GRADE	TIME	COURSE TITLE & PLACE	INSTRUCTOR	FEE	DATES
B6	1-3	3:30 - 4:30 p.m.	Enrollment limited to 20 Roberts Library	Mollie Gaeckler	$4.00	Wednesday Sept. 21 - Nov. 9

Join us and bring your reading to life through creative dramatics, role playing, characterization, and puppetry.

Charlie Brown Cooking

COURSE NUMBER	GRADE	TIME	COURSE TITLE & PLACE	INSTRUCTOR	FEE	DATES
B9	K-1	4:00 - 5:00 p.m.	Enrollment limited to 12 BCJH - C.V.A.E. Building	Beverly Thompson	$4.00	Monday Oct. 3 - Dec. 12
B10	K-1	4:00 - 5:00 p.m.	BCJH - C.V.A.E. Building	Beverly Thompson	$4.00	Tuesday Oct. 4 - Dec. 13

See yourself on television as you are having fun learning basic nutrition.

El Globo Amarillo - The Yellow Balloon

COURSE NUMBER	GRADE	TIME	COURSE TITLE & PLACE	INSTRUCTOR	FEE	DATES
B13	K-1	3:30 - 4:30 p.m.	Enrollment limited to 15 Pierce Library	Judi Benestante	$4.00	Thursday Oct. 6 - Nov. 10

Conversational Spanish for the younger set, including enrichment activities in literature, music, art, and dance.

* Preschool

GENERAL INFORMATION

If the class is filled when this registration is received, your check will be refunded. Checks will also be refunded upon cancellation of any class not reaching minimum enrollment.

Please keep the printed schedule for your information and return the registration form with the required fee to the Community Education office at 1301 Live Oak (P. O. Box 631), or your school secretary BEFORE September 8, 1977. Acceptance notices will be issued before September 13, 1977. For further information contact Lurinda Barton at 245-5766.

REGISTRATION FORM

Name ______________________ Address ______________________

School ______________________ Grade ____________ Age ____________

Home Phone No. ______________________ Business Phone No. ______________________

Teacher's Name ______________________ Room No. ______________________

Course No. ______________ Course Title ______________________

Paid by check ____________ or cash ____________ Make checks payable to COMMUNITY EDUCATION.

*LIABILITY RELEASE: I hereby release the Bay City Independent School District and the instructor from all responsibility in case of an accident.

(P, K, 1)

____

Parent's Signature

FALL 1977 CLASSES
ENRICHMENT & SUPPORTIVE PROGRAM
Second, Third, Fourth, Fifth Grades

COURSE NUMBER	GRADE	TIME	COURSE TITLE & PLACE	INSTRUCTOR	FEE	DATES
			Fun Storyhour			
B5	4-5	3:30 - 4:30 p.m.	Enrollment limited to 20 Roberts Library	Marilyn Deitz	None	Tuesday Sept. 27 - Nov. 15
B6	2-3	3:30 - 4:30 p.m.	Roberts Library	Mollie Gaeckler	None	Wednesday Sept. 21 - Nov. 9
B7	2-5	3:30 - 4:30 p.m.	Bay City Public Library No enrollment necessary. Just come!	Dottie Schulz	None	Thursday Sept. 22 - Jan. 12 Oct. 27 - Feb. 9 Nov. 17 - Mar. 16 Dec. 8 - Apr. 20
Join us and bring your reading to life through creative dramatics, role playing, characterization, and puppetry.						
			Charlie Brown Cooking			
B11	2-5	4:00 - 5:00 p.m.	Enrollment limited to 12 BCJH - C.V.A.E. Building	Beverly Thompson	$4.00	Wednesday Oct. 5 - Dec. 14
B12	2-5	4:00 - 5:00 p.m.	BCJH - C.V.A.E. Building	Beverly Thompson	$4.00	Thursday Oct. 6 - Dec. 15
See yourself on television while you are having fun learning basic nutrition.						
			Creative Dance Movements			
B14	2-3	4:00 - 5:00 p.m.	Enrollment limited to 15 Cherry Gym	Vicki Copeland	$4.00	Wednesday Sept. 14 - Oct. 19
Have you got beat? Come find out. Wear leotards or shorts and come barefooted.						

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GENERAL INFORMATION

If the class is filled when this registration is received, your check will be refunded. Checks will also be refunded upon cancellation of any class not reaching minimum enrollment.

Please keep the printed schedule for your information and return the registration form with the required fee to the Community Education office at 1301 Live Oak (P. O. Box 631), or your school secretary BEFORE September 8, 1977. Acceptance notices will be issued before September 13, 1977. For further information contact Lurinda Barton at 245-5766.

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REGISTRATION FORM

Name ______________________ Address ______________________

School ______________________ Grade ____________ Age ____________

Home Phone No. ______________________ Business Phone No. ______________________

Teacher's Name ______________________ Room No. ______________________

Course No. ____________ Course Title ______________________

Paid by check ____________ or cash ____________ Make checks payable to COMMUNITY EDUCATION.

*LIABILITY RELEASE: I hereby release the Bay City Independent School District and the instructor from all responsibility in case of an accident.

(2, 3, 4, 5)

____
Parent's Signature

ELEMENTARY SUMMER IMPROVEMENT PROGRAM

This summer program is being organized by Community Education for the purpose of reinforcing the skills learned by your child during the regular school season. We will provide the basic skills on an individualized basis in Reading, Spelling, and Math. Class size will be limited to 15 students per certified teacher. Classes will be conducted at Canyon Middle School. The classes are open to children who will be in grades 2 through 5 next year. If you are interested, please return the form below to your school by May 15, 1979.

Subject:	Reading and Language Arts
Days:	Monday through Friday
Time:	1:00 - 2:00 p.m.
Cost:	$25.00 -- workbooks $1.75
Begins:	June 12

Subject:	Basic Math
Days:	Monday through Friday
Time:	2:30 - 3:30 p.m.
Cost:	$25.00 - workbook $ .75
Begins:	June 12

For more information, call Tressie Russell at 625-8081 or 625-6251

For Office Use

REGISTRATION FORM

Please return by May 15, 1979

STUDENT'S NAME: ____________________

ADDRESS: ____________________

PHONE: ____________________

PRESENT AGE: ____________________

PRESENT SCHOOL: ____________________

PARENT'S NAME: ____________________

PARENT'S PHONE NO. DURING SCHOOL HOURS: ____________________

Classes can be taught from June 12 through July 7 without a break, or they can be taught with a break during the week of July 4th. Please check your preference below. You will be informed of the dates chosen on the first day of class.

____ June 12 through July 7 (no break)
____ June 12 - June 30 (July 3, 4, 5, 6, 7--no school). Classes would resume on July 10th and end on July 14th.

LEARNING TEXAS HISTORY IN A ROVING CLASSROOM

HOW?

By going to different places in Texas where historical events actually happened. Students will learn and see with their own eyes why we are so proud of Texas!

HOW OFTEN?

Four separate field trips!

WHEN & WHERE?

June 1:	Students travel to Bay City Museum and Matagorda Cemetary.
depart:	9:00 A.M.
return:	2:00 P.M.
June 8:	Students travel to Goliad, Texas, and visit Sannin Park, (site of Battle of Goliad), Goliad Museum and Fort!
depart:	8:00 A.M.
return:	4:00 P.M.
June 15:	Students travel to San Jacinto Monument and the Battleship of Texas!
depart:	8:00 A.M.
return:	4:00 P.M.
June 22:	Students travel to Varner Hogg Plantation near West Columbia!
depart:	9:20 A.M.
return:	2:00 P.M.

WHO TEACHES THIS CLASS?

Mr. Henry Black, a historian, will charm students with his Texas Lore and historical facts in the bus and on location!

WHAT ABOUT LUNCH?

Each student will bring his own sack lunch and frozen cold drink. Picnicing is part of the fun!

WHAT IS THE COST?

Sixteen dollars ($16.00) covers all expenses! Tuition fee must be attached to the registration form. No refunds!

WHERE DO THE SCHOOL BUSSES LOAD AND UNLOAD?

At Bay City High School's front entrance.

HOW DO I REGISTER?

Tear off the bottom form and return to your school secretary no LATER than MAY 21! This is the deadline!

WHAT ELSE?

If less than 30 students sign up, the class will be canceled and your money will be refunded! Sorry, but we cannot make refunds to students who cannot take all of the trips!

* * *

Keep this upper protion for your information! Tear off the form below, attach your $16.00 fee and return to your school secretary on or before May 21!

Regular School Program (K-12) and Community School Program
Integration Ideas
As Reported from FY 1977 and FY 1978 Annual Reports

FY 1977

______ Public Awareness of K-12 Programs:

Community education has provided information to the public about different K-12 programs throughout the district. The public has become more aware of school activities. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

______ Sense of Pride:

Teachers at the pilot community school have stated that the community school program has instilled a sense of pride in K-12 students as to care and the loyalty to their school. Monies obtained through the community school program have enabled the community education director to purchase things such as needed P.E. equipment and two attractive school marquees for the pilot and non-pilot schools. ALICE INDEPENDENT SCHOOL DISTRICT

______ K-12 Program Enriched:

Through the use of volunteer instructors and the resources of community agencies and organizations, the community school program enriches the K-12 program at a reduced cost to the school district. For example, the following have been implemented: (1) Basic skills enrichment courses such as Math Magic, Science Is Fun, Reading Clubs, etc; (2) Individualized tutoring for those in need of remedial education (courses not available in school); (3) Fine or performing arts activities (conversational Russian, Computer Programming for elementary age students); and (4) Gifted student activities. AUSTIN INDEPENDENT SCHOOL DISTRICT

______ CARES Volunteer Program:

The CARES program is designed to provide volunteers to work with youth during the K-12 day. The program is having a positive effect on teachers and students, with student participation showing measurable growth. BAY CITY INDEPENDENT SCHOOL DISTRICT

______ Summer Resource and Speech Therapy Program:

Summer Resource and Speech Therapy Program is an extension of the regular school year for K-12 youth. This program offers to students an opportunity to seek remedial aid during the summer months. BURKBURNETT INDEPENDENT SCHOOL DISTRICT

____ Recreational and Enrichment Activities:

The community school program has provided recreational and enrichment activities for all grades, K-12. This has had the effect of expanding the curriculum in the area of electives and meets a definite community need. BURLESON INDEPENDENT SCHOOL DISTRICT

____ Gymnastics for K-3:

The community school gymnastics program has led to the development of a K-3 activity program to be included in the regular curriculum. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

____ Dropouts, Absenteeism, and Vandalism Reduced:

Statistics prove there has been a decrease in the number of dropouts, absenteeism, and vandalism in the K-12 program as a result of the implementation of the community school program. CANYON INDEPENDENT SCHOOL DISTRICT

____ Non-Achievers:

A summer school for grades 6, 7, and 8 was provided under the direction of community education to assist those students who have difficulty achieving in a regular classroom. The school is used to aid students who were not promoted and remedial. CEDAR HILL INDEPENDENT SCHOOL DISTRICT

____ Enrichment, Remedial, Resource People, and Meeting Places:

Enrichment and remedial programs have been initiated during after school, evening, and summer. The use of resource people residing within the community by day school teachers has increased, as well as increased use of the school as meeting places for various organizations. COMAL COUNTY INDEPENDENT SCHOOL DISTRICT

____ Council Identifies Needs:

The advisory council reviewed the needs of all K-12 youth and implemented the following: 1. Summer Reading Program. 2. Summer Career Orientation and Counseling Sessions with high school CETA youth. 3. Future Teachers of America helped with community survey and assisted the community education director with opening of school inservice meetings for all CISD personnel. (All students K-12 are aware of community education as a part of the total school program.) COLORADO INDEPENDENT SCHOOL DISTRICT

____ Summer Elementary Library Program:

As measured by increased enrollment, the summer elementary library program has influenced elementary age students' attitudes toward school and reading. CROWLEY INDEPENDENT SCHOOL DISTRICT

____ Older Adults Enrich History Curriculum:

The community school program has provided a link between older adults and public school students by utilizing the first-person experiences of older adults to enrich the history curriculum in three elementary schools. Communication was through letters, tape recordings, and, in some cases, guest lectures and visits to the schools. EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

____ German for Children:

German for children has been an excellent program to help children of Gillespie County understand the culture in which they live. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

____ Preschoolers Problems Identified:

The project to locate and identify pre-school children with potential learning problems in order to plan a better developmental environment has proven most beneficial to later school success. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

____ Intramurals After School:

Implementation of an intramural after school program has been successful. GARLAND INDEPENDENT SCHOOL DISTRICT

____ High School Students Benefit:

Enrichment classes were organized for students interested in shorthand, typing, and other courses in the community school that could not be scheduled during regular school. They were given credit for passing competency tests. KERRVILLE INDEPENDENT SCHOOL DISTRICT

____ City and School Construct Facilities:

The joint application for the receipt of the federal funds to construct tennis courts and a new baseball field on school property by the city and school was approved and implemented. MARLIN INDEPENDENT SCHOOL DISTRICT

____ Baseball Field Lighted:

Money was raised through projects to light the baseball field. MILFORD INDEPENDENT SCHOOL DISTRICT

____ Citizen's Committee for Better Schools Organized:

The community school program has helped to bring to light the fact that the schools are owned by the local citizens, making local school officials more aware of local public opinion. This has been evidenced in the formation of the Citizen's Committee for Better Schools. ROCKDALE INDEPENDENT SCHOOL DISTRICT

____ Gifted and Talented Program:

The after-school community school program is seen as the vehicle for providing a special gifted program for talented students. The curriculum at our school is being developed for expansion to a gifted and talented curriculum, but until that is feasible, community school classes can provide those special enrichment classes that are currently unavailable. ROCKWALL INDEPENDENT SCHOOL DISTRICT

____ Professional Growth Activities for Teachers:

Many teachers have participated in professional growth activities organized by the community school program. The activities can include formal and informal professional enrichment activities. WEATHERFORD INDEPENDENT SCHOOL DISTRICT

____ High School Students and Elective Courses:

High school students with a rather limited choice of elective courses may use their evening or summer hours to learn new skills for credit or non-credit. More emphasis was placed on cultural awareness and health and safety instruction. WEST INDEPENDENT SCHOOL DISTRICT

* *

FY 1978

____ Many Programs Enhance K-12:

In cooperation with the community education office, the following have been developed:

a. Traffic Safety Curriculum for Elementary Schools
b. Development of a Safety City
c. Parent Volunteers Program
d. Reading Tutors
A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

____ Take Your Pick:

a. Joint curriculum planning meetings between community school and K-12 instructors were organized (St. Elmo).
b. Science enrichment programs were developed (Mathews).
c. Joint planning of tutorial services were organized (Cook).
AUSTIN INDEPENDENT SCHOOL DISTRICT

____ Several Picks:

a. The summer resource and speech therapy program is a continuation of the special education services provided to elementary school students during the regular school term.
b. Art and music enrichment and skill development classes were developed for elementary youth in art and music.
c. Recreation for K-12 students during the summer months were organized. BURKBURNETT INDEPENDENT SCHOOL DISTRICT

Gymnastics:

This program has helped to initiate a similar program in the school district. It brought a response of support from parents and school personnel. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

Benefits:

a. Students were able to participate in classes and activities not offered in the regular K-12 curriculum.
b. Vandalism was reduced.
c. Attitudes toward education and toward the school were improved.
d. Fewer dropouts have occurred.
e. Tutoring classes helped students with the regular curriculum. CANYON INDEPENDENT SCHOOL DISTRICT

Better Equipment Provided:

As a result of the adult art and photography classes, more and better equipment has been purchased for both high school students and adult participants. CLEBURNE INDEPENDENT SCHOOL DISTRICT

After School Tutoring, Summer Reading and Recreation:

Principals and teachers recommended the tutoring program to the parents and also referred the students. Bilingual children needing these services advanced two or more grades. The Summer Reading & Recreation Program also has had a direct influence on the K-12 Program. COLORADO INDEPENDENT SCHOOL DISTRICT

Summer Enrichment Programs:

Classes were organized at an elementary school to provide enrichment and remedial activities during the summer months. This concept was expanded to include three campuses. COMAL INDEPENDENT SCHOOL DISTRICT

Tumbling Toward a P.E. Program:

As a result of a successful tumbling class, the school administration is planning a more varied and organized physical education program for the next school year. CROSBYTON INDEPENDENT SCHOOL DISTRICT

From German to Charm School:

a. German classes were offered to the first through sixth grade students.
b. Music Theory classes were organized.
c. High school students were enrolled in typing, shorthand, karate, and ballroom dancing classes.
d. Students took a charm school course taught by a professional model. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

Resource Profile:

Through the community education office, a list of contact people to be used as resources was expanded. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

"Project Go" for the Gifted and Others:

Community education offered classes for gifted children and others through "Project Go." Many children not identified as "gifted" produced excellent work. Many parents were pleased that these classes were offered out of concern their child might not be considered "gifted or talented." This resulted in less criticism for the school system. GEORGETOWN INDEPENDENT SCHOOL DISTRICT

Choices:

a. Gymnastics for K-5 students were organized.
b. High school health classes participated in Cardio-Pulmonary Resuscitation (CPR) seminars.
c. Motor skills development courses not available in the regular K-12 program were developed.
d. High school students participated in local Cancer Society and Heart Association projects. GRAPEVINE INDEPENDENT SCHOOL DISTRICT

Enrichment Classes and Curriculum:

Enrichment classes were incorporated in the curriculum for grades six through eight. HAMLIN INDEPENDENT SCHOOL DISTRICT

Super School:

This program offered extra-curricular programs for all public and parochial school students. It brought 112 students from the two schools together for after school programs. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

Districtwide Art Fair:

The first annual Districtwide Art Fair was organized. One purpose of the art fair was to increase art awareness of the K-12 students. High school students acted as judges. LA VEGA INDEPENDENT SCHOOL DISTRICT

For Working Parents' Children and Others:

The After School Enrichment Program, Parks and Recreation Program, and other student activities provided social enjoyment to students who were unable to participate before. This program assures working parents that their children are involved in a safe and beneficial program after school. LOCKHART INDEPENDENT SCHOOL DISTRICT

More K-12 Integrated Activities Planned:

High school students enrolled in typing classes not scheduled during the regular school term. The community education and curriculum coordinators planned advanced classes for the gifted and talented and learning programs that will provide fun and, hopefully, learning experiences for all ages. ROCKDALE INDEPENDENT SCHOOL DISTRICT

Children's Theater and College:

The children's theater led to an increased interest in fine arts at the K-6 level. Enrollment of high school seniors in Eastfield College classes offered academic enrichment to these students. ROCKWALL INDEPENDENT SCHOOL DISTRICT

Operation Switch:

Efforts were made to take the classroom into the community and to bring the community into the classroom. For example, first through fifth grade teachers and 30 parent volunteers spent one day at a National Wildlife Refuge. Parents and teachers supervised learning stations. At the middle school level, language arts students attended James Dickey's poetry reading at Austin College. Hobby clubs with community members as activity leaders were also formed. Sherman High School and the Chamber of Commerce planned Operation Switch. The Chamber provided programs for students about work opportunities while parents of those students attended high school classes. SHERMAN INDEPENDENT SCHOOL DISTRICT

EVALUATIONS

THE EVALUATION PROCESS

PLAN

DETERMINE EVALUATION PURPOSE & REQUIREMENTS

DEVELOP GENERAL EVALUATION PLAN

DETERMINE SPECIFIC EVALUATION DESIGN

SELECT OR DEVELOP ASSESSMENT INSTRUMENTS

CONDUCT

COLLECT DATA

ANALYZE DATA

USE

REPORT RESULTS

APPLY EVALUATION FINDINGS

A FRAMEWORK FOR THE EVALUATION
of
COMMUNITY EDUCATION PROJECTS

The following framework may be adapted to provide a local community education project with a set of evaluation procedures tailored to its individual needs.

Rationale for Evaluation

Evaluation of a community education project is essential to the maintenance and growth of that project. Information gained from evaluation provides a data base for sound decision making. Evaluation data may also be used to obtain new or renewal funds, to determine modifications in programs or procedures, or to plan expansion of activities. The evaluation should reflect the quality of the project as well as providing quantifying data.

The process of evaluation is basically one of determining how well efforts channeled through a community education project are meeting the stated goals and objectives of that project. To accomplish this, objectives must be stated in measurable terms and indicators found that can show how well the stated objectives are being met. These indicators may be either statistical (counted in some way) or opinions (ratings, statements, etc.). The evaluation process is designed to answer the question: What difference has community education made in a given community?

The Evaluation Framework

I. Decide for whom the evaluation is intended and how it is to be used.

  A. For whom intended

    1. Funding agencies
    2. School administrators
    3. Community or coordinating councils
    4. Boards of education or boards of directors
    5. Participants
    6. Potential participants
    7. Community at large
    8. Combinations of the above

  B. Uses

    1. Obtain new or renewal funds
    2. Report to administrative groups
    3. Determine needed modifications of programs and procedures
    4. Determine new programs or procedures needed or wanted
    5. Combinations of the above

II. Gather Demographic Data

A. Base line demographic data

1. Population of area served (number of persons and growth rate)
2. Ethnic make-up
3. Information on levels of educational achievement
4. Socioeconomic make-up
5. Geographic area served
6. Brief description of community

B. Community education project data

1. Brief historical sketch of community education in the community being evaluated
2. Organizational Structure - description and/or chart of structure
3. Finance (budget)
4. Personnel
    - a. Employees (number and brief job description)
    - b. Volunteers (number and brief description of duties)
5. Facilities available
    - a. Buildings
    - b. Rooms
    - c. Areas (parks, gyms, ball fields, etc.)

III. Determine the Goals and Sub-Goals of the Community Education Project

A. Procedure to develop goals

1. Examine information about community and its needs and problems
2. Study sample goals
3. Consider needs of
    - a. Individuals
    - b. Community organizations, agencies, and groups
    - c. Total area served by the community education project
4. Study available resources
5. List categories of goals
    - a. Programs
    - b. Services
    - c. Help on individual problems or needs
6. Develop a first draft of goals
7. Get reaction to goals from broad spectrum of community
8. Revise goals

B. Personnel involved in determining the goals

1. Community Council(s) (Citywide and/or local)
2. Coordinating Council
3. Participants
4. Community members at large
5. Community educator(s)
6. Combinations of the above

C. Types of goals

1. Broad, long range goals
    a. Programs, activities, and services
    b. Human Relations
    c. Shared Power
    d. Economic Improvement
    e. Self Worth

2. Procedural goals
    a. Cooperation among community agencies
    b. Identification of needs, wants, and desires
    c. Community involvement
    d. Establish an unrestricted communication system throughout the community

3. Program and activity goals
    a. Recreational
    b. Vocational
    c. Educational (credit and non-credit)
    d. Leisure time classes and activities

D. Sample of broad goals of community education

1. To help unify the community
2. To seek the fullest sharing of resources
3. To facilitate cooperation among community agencies
4. To expand vocational, social, leisure time, educational opportunities
5. To develop personal potential
6. To develop individual self-sufficiency
7. To enrich individual, group, and community life
8. To be a growth facilitator of people
9. To place concern for people over subject matter
10. To develop a community communications system
11. To disseminate information
12. To gather information from the community
13. To develop a vehicle for problem-solving
14. To develop skills to facilitate problem-solving
15. To identify needs, wants, and desires
16. To identify community goals other than education
17. To facilitate collaboration among community agencies
18. To improve the citizens' perception of self, community agencies, and the community as a whole

IV. State Measurable Objectives or Specific Achievement Characteristics for Each Goal

A. Criteria for measurable objectives

1. Stated clearly
2. Within the capabilities of the project

3. Stated to describe the action of community education only. If other entities are involved, their permission should be obtained.
4. Measurable in time, quantity, quality, and result.
5. Stated as a single objective, without alternative.

B. Examples of a goal and measurable objectives

1. Goal--To offer opportunities and encouragement for persons to raise their educational level.

   Measurable Objective--To enroll 100 persons within the service area in high school completion within the first six months of the calendar year.

   Measurable Objective--To prepare 50 persons to take the test in the current calendar year.

2. Goal--To facilitate cooperation among community agencies.

   Measurable Objective--To organize by September 1, 19__ regular monthly meetings of all community agencies to discuss ways to cooperate.

   Measurable Objective--To publish a joint brochure by summer, 19__, containing the activities of five community agencies.

3. Goal--To organize requested activities and programs that no existing agency wishes to offer.

   Measurable Objective--To provide during the current calendar year five activities for girls between the ages of 8 and 15.

   Measurable Objective--To increase by 10 percent during the current calendar year the total number of activities or programs available within the service area.

V. Identify the existing or proposed procedures and programs to carry out each objective that may be evaluated.

Examples of programs and procedures to carry out the objective.

Objective--To enroll 100 persons within the service area in high school completion within the first six months of the calendar year.

Programs--1) High school completion program(s) offered locally,
2) Preparation for GED test offered locally.

Procedures--1) Identification of potential participants,
2) Contacting potential participants

VI. Develop specific indicators for measuring existing or proposed programs and procedures.

A. Types of indicators

1. Whether an activity or procedure exists
    - a. Existence of a clearinghouse for information
    - b. Formation of an agency representative council
    - c. Publication of a joint activity calendar or schedule
    - d. Existence of a community council and/or block clubs
    - e. Formal agreements between or among agencies
    - f. Existence of a program or activity

2. Statistical
    - a. Counting: Examples
        - (1) Activities offered or number of classes
        - (2) Participants and/or enrollees (new, previous, etc.) and number of persons contacted
        - (3) Number of buildings, rooms, and areas utilized; number of persons counselled
        - (4) Number of hours a facility is used; number of credit hours taken
        - (5) Referrals to or from other agencies; number of persons who complete a given program
        - (6) Training sessions or workshops held or attended
        - (7) Number of financial contributors
        - (8) Amount of money received and/or expended
        - (9) Number of volunteers
        - (10) Number of instructors
        - (11) Decrease in vandalism in dollars or incidents
        - (12) Cooperative planning meetings held
        - (13) Pre and post figures in any of the above areas
    - b. Percentages: Examples
        - (1) increases in any phase of the project
        - (2) Decrease in vandalism or other areas of desired reduction
    - c. Calculated figures: Examples
        - (1) Impact of people who stay in area because of program
        - (2) Economic impact of increased training and skills

3. Opinions and anecdotes
    - a. Yes-No Response: Examples
        - (1) Expression of whether a program was helpful or met a need
        - (2) Expression of whether a program should be repeated
    - b. Degree of satisfaction
        - (1) How satisfied participants were with an activity
        - (2) Degree of assistance program participants feel they received
    - c. Open ended comments
        - (1) Suggestions for improvement
        - (2) Criticisms
        - (3) Expressions of satisfaction or dissatisfaction

(4) Anecdotal incidents
(5) Examples of positive or negative effect
(6) Agency comments

VII. Gather data based on the indicators developed

A. Personnel to conduct evaluation
1. Community council
2. Lay citizens
3. University community education personnel
4. Community educators
5. Agency and/or organization personnel (e.g. Jaycees)
6. Combinations of the above

B. Sources of data
1. Surveys
2. Questionnaires
3. Interviews of participants or citizens at large
4. Class and program evaluations
5. Participant and enrollee reaction
6. Return forms in papers, brochures, and handouts
7. Information gathered by other agencies
8. Community council and/or block club member comments
9. Official records and data (e.g. attendance records)
10. Conversation with community "pulse takers"
11. Schedules
12. Instructor, supervisor, and/or volunteer helper comments

VIII. Analyze and Organize the Data Collected

A. Evaluate each measurable objective in terms of indicators selected.

B. Present findings in a clear, concise, and objective manner.

IX. Assess the effectiveness of activities and procedures and modify current operation or institute new activities relative to the demographic data.

A. Personnel involved in interpreting data and making decisions based on that data.
1. Community council(s) (citywide and/or local)
2. Coordinating Council
3. A special representative committee
4. Boards or personnel of administrative agencies
5. Boards of funding agencies
6. Community educator
7. Combinations of the above

B. Use conclusions and decisions to improve or strengthen the community education project.

X. Write up and publicize the results of the evaluation.

COMMUNITY EDUCATION CENTER
SERVING TEXAS ARKANSAS LOUISIANA
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

EVALUATION OF PROCESS: A Self-Analysis

Coordinator of Community Education: Are you involved in facilitating process?

A key dimension related to the degree of success of a Community Education project is directly proportionate to the efforts and personality of the project coordinator. Since each project is unique in terms of its needs, its resources, its current level of community involvement, etc., only you can determine whether or not the project is achieving process.

The following questions have been designed to be used only as a guide for the project coordinator as he or she sets out to facilitate process. There are no right or wrong answers.

1. To what extent have you and your community council facilitated interagency cooperation? ___very little ___some ___average ___a great deal

2. Are the council members active in council affairs throughout the month or is their participation limited to the monthly meeting? ____________________

3. Who determines how often the council meets? ____________________
   Who directs the council meeting? ____________________
   Who sets the agenda? ____________________
   Who has the major input each time on the agenda? ____________________

4. Do most of the items on the council meeting agenda come from your direct observations of community concerns or do these items come from the input of council members and others? ____________________

5. Think for a minute of the various activities whether accomplished or currently operating in your project. Has the major part of your time been spent in coordinating and providing guidance to these activities or have you been the one who has had to do most of the work in order to get the activity successfully operating? ____________________

6. How many joint activities has your Community Education project initiated with other groups and organizations in the community? Please list a few examples.
   ____
   ____

7. What percentage of your total time do you spend doing the following:
   ___Meeting and working with council members
   ___Doing paper work (typing, reports, materials, etc.)
   ___Trying to impact K-12
   ___Visitations in the community (homes, agencies, business, meetings, etc.)
   ___Visiting with lay people who come to the school
   ___Meetings with principal, supt., staff, etc., on the overall CE project

9. Indicate the percentage of your total time spent at the following locations:
____Your office
____The community (not including the school campus)
____The Community Education classes

10. Do your surveys indicate an increased cooperation among agencies and groups in your community since the advent of Community Education? ____________________

11. Do the questionnaires given to the Community Education participants show that they participate more in activities which are not directly sponsored by "Community Education"? ____

12. You are about the business of the coordinating Community Education in your community. This implies, at least to a certain extent, that your project is involved as a referral service. Estimate the following:
____How many community people call each day (other than days of registration) to inquire about Community Education classes?
____How many people call each day to inquire about the services of another agency?
____How many people are referred to you each month by another agency?

13. If you were to conduct a formal survey (phone; questionnaire; interview) of your community, what percentage of your community would have heard of Community Education? ____ (Estimate)

14. Who are the major decision makers in the Community Education project, the community council, Community Education coordinator or the superintendent?________

15. What percentage of teachers in K-12 know something about the Community Education concept?______________________

16. Since the advent of Community Education to your area has there been an increased use of community resources (volunteers, agencies, community tours, shared talents, etc.) in the K-12 program? ________________

17. Are you continually looking for ways to expand the project and to meet the expressed needs and concerns of community residents, or are you completely satisfied with the project the way it is now? ______________________________

18. If the coordinator position in your project were dissolved, what chance is there that the Community Education project would continue? Circle one.

No chance. Slight chance. Good chance. Excellent chance.

For a more detailed and comprehensive guide to process evaluation for Community School Coordinators see "Community School Coordinator Leadership Behavior Questionnaire" in Evaluating a Community Education Program by Wood and Santellanes, How To Series, Pendell Publishing Co. and A Process Model For Community Education Development, by Nevada Department of Education.

COMMUNITY SCHOOLS
EVALUATION

Dear Community School Student:

How has this class or activity of the Community School affected you and your family? Your answers to the following questions will provide information needed to make improvements in the program.

Thank you for your help!

Your Community School Director

Name of your Community School: ______________________________
Name of present Community School class: ______________________
Why you are taking this particular class? ____________________
____

EMPLOYMENT: (Check all that apply)

What effect has Community Schools had on your employment?

Class has nothing to do with my employment ______
Not much help ______
Helped me find a job ______
Helped me get ahead in my job ______
Helped me earn extra money in my spare time ______
Helped me do better in my present job ______
Helped me prepare for a new type of work ______

Has Community Schools had any other good effects on you in the area of employment? (If yes, explain on the line below) Yes_____ No_____
____
____

Has Community Schools had any bad effects on you in the area of employment? (If yes, explain on the lines below) Yes_____ No_____
____
____

EDUCATION:

Since enrolling in the Community Schools Program, have you:

	Yes	No	Does Not Apply
Started working toward your high school diploma	___	___	___
Received your high school diploma	___	___	___
Enrolled in a Community College or University Class outside of Community Schools	___	___	___
Developed a new interest or hobby	___	___	___
Changed your attitude in regard to education	___	___	___

Please explain: ____
____

COMMUNITY AND SCHOOL INVOLVEMENT

(Check the column which best applies)	More Than Before	Same As Before	Less Than Before
As a result of attending Community School. . .			
My attendance at civic meetings is	____	____	____
My number of friends is	____	____	____
My attendance at parent-teacher conferences is	____	____	____
My child and I talk about school	____	____	____

SATISFACTION AND FAMILY WELL-BEING

The Community Schools Program has affected me and my family in the following way(s). Check all that apply.

I teach my family some of the skills that I learn in class ____
I use the skills that I learn in class to help fix up my home ____
I get so involved in a project that I learned at Community Schools, that I sometimes neglect my family or housework ____
I make presents for family members and relatives with skills that I learned in the Community Schools Program ____
I have been spending more of the family's budget than I should on supplies and equipment for Community Schools project ____
I relax at home by working on a project that I learned at Community Schools ____

Check the column which best applies:

	Like It	Neutral	Do Not Like It
My general feeling toward Community Schools	____	____	____
My husband or wife's feeling toward my attending Community Schools	____	____	____
My childrens' feeling toward my attending Community Schools	____	____	____

If you selected "Do Not Like It" for any reason, please explain:

____

____

____

PERSONAL INFORMATION

Age (Check one): ___18-24 ___25-35 ___36-50 ___51-60 ___Over 60

Highest level of education completed:

___1-6
___7-8

___Some High School
___High School Graduate

___Some College
___College Degree

COMMUNITY SCHOOL EVALUATION FORM

Evaluation is an essential part of the Community School Program in order that we may measure existing practices and make appropriate changes whereby course content may be made more effective.

COURSE ______________________________ DATE ____________________

Poor					Excellent
1	2	3	4	5	

Check One

1. Please give your opinion of the course just completed:

a. Course content - - - - - - - - - - - - - - - - -	1	2	3	4	5
b. Organization of information- - - - - - - - - - -	1	2	3	4	5
c. Time it was offered- - - - - - - - - - - - - - -	1	2	3	4	5
d. Individualized attention given to students - -	1	2	3	4	5

2. Please suggest any improvements you feel may help:

A. The instructor in presenting the course: ____________________

____

____

____

B. The course you have just completed: ____________________

____

____

____

C. The total Community School Program: ____________________

____

____

TEXAS EDUCATION AGENCY
TEXAS A&M UNIVERSITY

COMMUNITY EDUCATION VISITATION - EVALUATION GUIDE

The Community Education Visitation - Evaluation Guide has been developed for a dual purpose:

1. To assist a visitor in a community to assess a community education project, and

2. To assist the local community in evaluating its community education efforts.

The visitors use of the Guide:

In visiting a community, casual observers would find it difficult to determine whether they were viewing a community education project or merely an adult education, recreational, or vocational program.

The ultimate goal in community education is the marshalling of the existing community resources to develop programs to meet the wants and needs of people; thus, only programs are visible when a community education project is observed.

The Guide provides items which allows the visitor to delve below the surface of programs and to the process of community education. The visitor, by following the Guide, can investigate the sequential steps followed in initiating community education and can learn of future plans. It is also possible for observers to ascertain that the project they are observing is not, in actuality, community education project even though it is claimed to be by the community.

By discusssing each item with the community education coordinator, the visitor should be able to benefit from the experiences of the local community in establishing community education.

The Guide as an evaluation instrument:

The Guide will also assist a community educator in assessing progress in their own project.

The categorial items should serve as a reminder to the coordinator of the breadth of community education, thus, through a continued use of the Guide, plans should be made to serve all members of the community.

The Guide may also be used by outside evaluators.

VISITATION-EVALUATION GUIDE TO COMMUNITY EDUCATION

	YES	NO
I. Are there stated goals and objectives?	___	___
A. Is the community aware of the goals?	___	___
B. Did the community participate in formulating goals?	___	___
C. Did the teachers participate in formulating goals?	___	___
D. Is there a timetable?	___	___
E. Are responsibilities stated so that everyone is aware of tasks to be performed?	___	___

F. What are the goals and objectives? ____________________

____

____

____

____

	YES	NO
II. What are some of the characteristics of the community Education project?		
A. Has a survey of community wants and needs been completed?	___	___
B. Has a survey of community resources been completed?	___	___
C. Does the school provide leadership to community projects?	___	___
D. Do the people of the community feel a sense of community?	___	___
1. Children?	___	___
2. Parents?	___	___
3. Adults without children in school?	___	___
4. Principals?	___	___
5. Teachers?	___	___
6. Non-professional staff	___	___
____________________	___	___
E. Is there evidence of leadership from sources other than the school?	___	___
F. Is there evidence of democratic procedures?	___	___
G. Is there evidence of efforts to improve community living?	___	___
H. Are human resources being utilized?	___	___
1. Children?	___	___
2. Parents?	___	___
3. Adults without children in school?	___	___
4. Principals?	___	___
5. Teachers?	___	___
6. Non-professional staff?	___	___
____________________	___	___
I. Are material resources within the community being employed?	___	___
J. Is there evidence of involvement of community in planning the program?	___	___
1. Children?	___	___
2. Parents?	___	___
3. Adults without children in school?	___	___
4. Principals?	___	___
5. Teachers?	___	___
6. Non-professional staff?	___	___
7. Businessperson?	___	___
8. Religious leaders?	___	___
9. Service clubs?	___	___

		YES	NO
K.	Do parents feel free to come to school?	___	___
L.	Do teachers feel free to visit the home?	___	___
III.	What staff is available?		
A.	Principal?	___	___
B.	Community school director?	___	___
C.	Assistant community school director?	___	___
D.	Home school counselor?	___	___
E.	Community relations director?	___	___
F.	Guidance counselor?	___	___
G.	Teachers?	___	___
H.	Police liaison officer?	___	___
I.	Parent and non-parent volunteers?	___	___
J.	Social service agencies?	___	___
K.	Central office specialists?	___	___
L.	Paraprofessionals?	___	___
1.	How many? _____		
2.	Where are they used?______________________________ ______________________________ ______________________________ ______________________________		
IV.	Are attempts at communication being made by the school?	___	___
A.	School paper?	___	___
1.	Who publishes it?______________________________		
2.	Who contributes to it?______________________________ ______________________________		
3.	Does it only go to homes who have children in school?	___	___
4.	When and how often is it published?______________ ______________________________ ______________________________ ______________________________		
B.	Handbills to publicize special events?	___	___
C.	Radio and television announcements?	___	___
D.	Posters?	___	___
E.	Personal letters of welcome to new community residents?	___	___
F.	Letters of goodby for those who are leaving?	___	___
G.	Discussions?	___	___
H.	Committee meetings?	___	___
I.	Workshops?	___	___
J.	Panel discussions?	___	___
K.	Skits?	___	___
L.	Plays by children and adults?	___	___
M.	Visual exhibits?	___	___
1.	Movies?	___	___
2.	Exhibits?	___	___
3.	Pageants?	___	___
4.	Fashion shows?	___	___
5.	Arts and crafts exhibits?	___	___
6.	Dance demonstrations?	___	___
7.	Speakers from within and without the community?	___	___
	______________________________	___	___
	______________________________	___	___

	YES	NO
N. Surveys of the community	___	___
O. Regular school columns in daily or weekly newspapers?	___	___
____	___	___
____	___	___
V. Is there evidence of active participation of all adults in the community?	___	___
A. In program planning?	___	___
B. Surveying the community?	___	___
C. Providing transportation for those who need it?	___	___
D. Helping with the community communications?	___	___
E. Volunteers in the classroom?	___	___
F. Tutors?	___	___
G. Community advisory council participation?	___	___
H. Do men as well as women participate?	___	___
VI. Is there evidence of wide building use by the community?	___	___
A. Is it used on all days of the week?	___	___
B. Is it used during the weekend?	___	___
C. In the mornings?	___	___
D. In the afternoons?	___	___
E. At night?	___	___
Until what hour?__________		
F. Is it used during the summer?	___	___
G. Is it used during long holiday vacations?	___	___
H. Who can use the building?______________________________ ____		
Any limitations as to specific groups?_________________ ____ ____		
VII. What types of programs are offered?		
A. Recreational?	___	___
1. For pre-schoolers?	___	___
2. For children?	___	___
3. Teens?	___	___
4. Young adults out of schools?	___	___
5. Non-parent adults?	___	___
6. Elderly?	___	___
7. Handicapped?	___	___
____________________________	___	___
____________________________	___	___
Are only team sports emphasized?	___	___
Are girls and women involved as much as men?	___	___
Are continuing recreational activities offered such as camping, canoeing, golf, tennis, skiing, paddleball, etc.?	___	___
B. Social?		
1. For pre-schoolers?	___	___
2. For children?	___	___
3. Teens?	___	___
4. Young adults out of school?	___	___
5. Parents?	___	___
6. Non-parent adults?	___	___

	YES	NO
7. Elderly?	___	___
8. Mixed?	___	___
______________________	___	___
______________________	___	___
C. Enrichment classes?	___	___
1. For pre-schoolers?	___	___
2. For children?	___	___
3. Teens?	___	___
4. Young adults out of school?	___	___
5. Parents?	___	___
6. Non-parent adults?	___	___
7. Elderly?	___	___
______________________	___	___
______________________	___	___
D. Pre-school?		
1. Story hours?	___	___
2. Programs for mothers?	___	___
3. Home visitations?	___	___
E. What facilities are available for the programs?		
1. Gym?	___	___
2. Outside play area?	___	___
3. Cafeteria?	___	___
4. Community rooms?	___	___
5. Classrooms?	___	___
6. Other facilities in the neighborhood such as churches?	___	___
Businesses?	___	___
Banks?	___	___
Homes?	___	___
Parks?	___	___
Cafeteria?	___	___
______________________	___	___
______________________	___	___
F. Are high school continuation classes available?	___	___
G. Are programs for high school dropout available?	___	___
H. If (F) and (G) are not available in the school, is an attempt made to schedule them in other schools?	___	___
I. Is provision being made for courses in higher education?	___	___
VIII. How are supplies and equipment obtained?		
A. With requisitions through regular school channels?	___	___
B. Through community agencies?	___	___
C. Through participants?	___	___
D. Is the emphasis upon sharing with regular school programs?	___	___
E. Is there a community education budget?	___	___
1. Is one person responsible?	___	___
Who?______________________________________		
2. How is the budget prepared?______________________		
____		
____		
F. Is the community school budget separate from the regular school budget?	___	___
____		
____		
____		

YES NO

IX. Who is responsible for revenue and bookkeeping?
A. Is there a policy on rentals? ___ ___
B. Is there a policy on fees for equipment and programs? ___ ___
C. Is there a policy on fines? ___ ___
D. What is the accounting system?________________________
____
____

X. What are the building regulations?
A. Are they available to everyone? ___ ___
B. Do they cover most general uses of the building? ___ ___
C. Is there provision for damage? ___ ___
D. Are fire and safety regulations clearly spelled out? ___ ___
E. Are there restrictions on specific groups that made it impossible for them to use the building? ___ ___
F. Are the regulations clear as to fees and rentals? ___ ___
____ ___ ___
____ ___ ___
____ ___ ___

XI. What is the makeup of the community advisory group?
A. Is the leader a school person or a community person?_____
____
B. Is there a constitution or set of rules? ___ ___
C. From what areas of the community has representation been sought?
1. School principal, teachers, paraprofessionals? ___ ___
2. Children? ___ ___
3. Parents? ___ ___
4. Non-parents? ___ ___
5. Elderly? ___ ___
6. Businessperson? ___ ___
7. Religious leaders? ___ ___
8. Service clubs? ___ ___
9. Social agencies? ___ ___
10. Government - local and regional? ___ ___
D. Are members elected? ___ ___
E. Are members appointed? ___ ___
1. By whom?______________________________________
2. What criteria used?_____________________________
____
____
____
____

XII. Are the interactions of various ethnic groups or races evident? ___ ___
A. Do all children of one race stay together in social gatherings? ___ ___
B. Do all adults of one race stay together in social gatherings? ___ ___
C. What types of discipline problems have arisen?______
____
____
____

		YES	NO
D.	Is interaction noticeable among adults?	___	___
	1. Teachers?	___	___
	2. Parents?	___	___
	3. Administrators?	___	___
	4. Businessperson?	___	___
	5. Religious leaders?	___	___
	6. Community advisory group?	___	___
	____________________	___	___
	____________________	___	___
XIII.	What provisions are made for evaluation?		
A.	Of programs?		
	1. By staff?	___	___
	2. By participants?	___	___
B.	Of staff?		
	1. By staff?	___	___
	2. By participants?	___	___
	____________________	___	___
	____________________	___	___
C.	Are there regular written or oral evaluations?	___	___
	____________________	___	___
	____________________	___	___
XIV.	What are the personnel policies?		
A.	Are responsibilities clearly outlined?	___	___
	1. Principal?	___	___
	2. Community school director?	___	___
	3. Paraprofessionals?	___	___
	4. Teachers?	___	___
	5. Custodians?	___	___
	6. Part-time help?	___	___
	7. Volunteers?	___	___
B.	Are there periodic evaluations of all staff?	___	___
C.	Is there an orientation program for all community education staff?	___	___
	1. Principal?	___	___
	2. Community school director?	___	___
	3. Paraprofessionals?	___	___
	4. Teachers?	___	___
	5. Custodians?	___	___
	6. Part-time help?	___	___
	7. Volunteers?	___	___
	____________________	___	___
D.	Is there a continuing in-service education program for all personnel?	___	___
	1. Principal?	___	___
	2. Community school director?	___	___
	3. Paraprofessionals?	___	___
	4. Teachers?	___	___
	5. Custodians?	___	___
	6. Part-time help?	___	___
	7. Volunteers?	___	___
	____________________	___	___
E.	Are there written job descriptions for all full-time staff?	___	___
F.	Is there an official salary schedule for all full-time staff?	___	___
G.	Is there an official hourly wage schedule for all part-time staff?	___	___

PHONE INTERVIEW*

Hello! My name is ______________________________. I am representing ______________ ______________________________ in a survey of your community. Would you please give me two minutes of your time to answer a few short questions?
If the answer is "NO", say thank you and hang up.
If the answer is "YES", continue with the questionnaire.
Mark answer sheet for male (M) or female (F) in advance. Guess if you aren't sure.
Estimate age in next column.

Question #1: Does your school district sponsor any classes for adults?

If answer is "NO", "I DON'T THINK SO", or "I DON'T KNOW" mark N in the "1" column and skip questions 2 and 3.

Question #2: Have you participated in any of these classes sponsored by the public school?

If "YES" mark Y under "2" and ask what the name of the class(es) was. Write the name on the class list sheet.

If "NO" skip question #3.

Question #3: How helpful was this class to you?

Very Helpful (1) Somewhat Helpful (2) Not Helpful at All (3)

Question #4: Do you think your school district has been successful in involving your friends and neighbors by helping them to become better educated?

(1) (2) (3)

Question #5: Do you think your school district has been successful in involving your friends and neighbors by providing them with sports and recreation activities?

(1) (2) (3)

Question #6: Do you think your school district has been successful in involving your friends and neighbors by becoming more aware of community needs and their solutions?

(1) (2) (3)

Question #7: Do you feel that the school district should sponsor classes for the general public?

(1) (2) (3)

Thank you very much for your cooperation.

---

*Developed by Community Education Study Team, Texas A&M University, to randomly interview community members.

Community Education INSTRUCTOR/GROUP LEADER Questionnaire

DO NOT WRITE
IN THIS
SPACE

1. Class Code: ____________

2. School District: ____________

3. Type of facility: (Check one)

____ Elementary ____ Junior High or Middle School ____ High School
____ Community College ____ Other (specify) ____________

4. Form completed: (Check one) ____ Fall '77 ____ Spring '78

5. How many Community Education classes/activities have you led or taught before this one? (Check one)

____ None ____ 3-4 ____ 7-8 ____ 11 or more
____ 1-2 ____ 5-6 ____ 9-10

6. Are you certified as a teacher by the Texas Education Agency? ____ Yes ____ No

7. Are you certified in the area you are teaching by the Texas Education Agency? ____ Yes ____ No

8. Are you certified by any other certifying and/or licensing agency in the area that you are teaching in Community Education? ____ Yes ____ No If yes, please name ____________

9. What is your primary occupation? (Check one)

____ Professional (requiring advanced college degree)
____ Professional (requiring college degree, B.A., B.S.)
____ Skilled trade (requiring some college or trade school and/or apprenticeship)
____ Job that does not require special training
____ Homemaker
____ Unemployed
____ Retired (If retired, check also type of occupation you were in before retirement)
____ Student

10. Have you been involved in Community Education prior to this time as a participant?

____ Yes ____ No

11. What is your education level? (Check one)

____ Less than high school
____ High school or equivalency (G.E.D.)
____ Technical training/post high school
____ Associate degree
____ Bachelors Degree
____ Masters Degree
____ Ph.D., M.D., L.L.D., Ed.D.

12. What is your training in Community Education? (Check one or more)

____ None
____ In-service by school director
____ In-service by state or regional centers
____ Workshops
____ Formal course work in Community Education
____ Flint Experience
____ Other (specify) ____________

13. In what other non-work related organizations in addition to Community Education do you participate? (Check one or more)

____ Youth-type activities (YMCA/YWCA, Scouts, 4-H)
____ Service Clubs (Kiwanis, Jaycees)
____ PTA or PTO
____ Professional Organizations (Business Association, Bar Association)
____ Church related
____ Other (specify) ____________

14. What is the name of the class/activity that you are leading?

____

15. Length of class/activity in meetings: ____________

16. Length of class/activity in total time: (hours) ____________

17. Who is the sponsor of this class/activity? (Check appropriate one(s))

____ Community Education Programs
____ Community College or University
____ City
____ YMCA/YWCA
____ Service Clubs (Rotary, Lions, Optimist)
____ Church
____ Business & Industry
____ Youth Groups (Scouting, Campfire)
____ Other (specify) ____________

18. The total fee for each participant in this class/activity is:

____ No cost
____ Less than $5.00
____ $5.00-$9.99
____ $10.00-$14.99
____ $15.00-$19.99
____ $20.00-$24.99
____ $25.00-29.99
____ $30.00 or more

19. Does this class/activity have an additional materials fee?

____ Yes ____ No If yes, how much? ____________

20. Does the school district or other source match part of each participant's fee?

____ Yes ____ No If yes, how much? ____________

(over)

DO NOT WRITE
IN THIS
SPACE

21. The day(s) this class/activity meets: (Check one or more)
______Monday ______Wednesday ______Friday
______Tuesday ______Thursday ______Saturday ______Sunday

22. The time the class/activity meets: From ______________ to ______________

23. Number of participants in class/activity: ______________________

24. Number of participants in class/activity that are too young to complete the questionnaire: ________

25. Average age of participants too young to complete participant questionnaire: ____________

26. To what extent do you feel that this class/activity should continue at a future time? (Check one)
______None ______Little ______Some ______Much ______Very Much

27. To what extent do you feel that the Community Education program should continue at this school? (Check one)
______None ______Little ______Some ______Much ______Very Much

28. To what extent do you feel that the neighborhood has benefited by the Community Education program?
______None ______Little ______Some ______Much ______Very Much

29. To what extent do you feel that Community Education programs should be expanded to other I.S.D. schools? (Check one)
______None ______Little ______Some ______Much ______Very Much

30. Indicate the adequacy of facilities for this class/activity: (Check one)
______Inferior ______Poor ______Average ______Good ______Superior

31. Indicate the adequacy of materials for this class/activity: (Check one)
______Inferior ______Poor ______Average ______Good ______Superior

32. Strengths of the program: (Check one or more)
______Administration
______Training
______Materials
______Facilities
______Funding
______Community involvement
______Curriculum development
______Other, please state: ______________________________

33. Weaknesses of the program: (Check one or more)
______Administration
______Training
______Materials
______Facilities
______Funding
______Community involvement
______Curriculum development
______Other, please state: ______________________________

34. What age groups should Community Education serve? (Check one or more)
______0-2 years
______3-5 years (preschool)
______5-12 years (elementary)
______13-18 years (high school)
______18-24 years (young adult)
______25-60 years (adult)
______61 years or over (senior citizen)

35. Community Education should provide: (Check as many as you wish)

A. Programs:
______for pre-schoolers
______for school age children
______in adult education
______for senior citizens
______for all ages
______for the handicapped
______to meet needs for lifelong recreational skills
______for and with community businesses
______in cooperation with other groups (like parks and recreation, YMCA, etc.)

B. A way:
______of finding out how citizens feel about the strengths and weaknesses of the school
______to find people who could work as teachers, group leaders, etc.
______for finding out about general community problems and needs
______for people to find out where to go for their particular problems
______of matching what the community has with what it needs

C. Community use of:
______gyms, libraries, auditoriums, playgrounds, etc.
______school facilities for all ages during summer months
______schools as community centers
______locations other than schools for community education programs

----

D. Community Councils for:
______helping to identify community needs
______planning community education programs
______helping to conduct community education programs
______evaluating community education programs

36. Describe the specific identifiable influences the community school program has had on the K-12 program.
____
____
____
____

Community Education PARTICIPANT Questionnaire

DO NOT SIGN YOUR NAME ON THIS FORM

DO NOT WRITE IN THIS SPACE

1. Class Code:(Explained by Instructor)________________________________

Have you completed this form in another class/activity? If so, check yes and do not complete rest of form. ______Yes ______No

3. Age:(As of September 1, 1977) (Check one)

______10-12 ______25-34 ______55-64
______13-18 ______35-44 ______65 or over
______19-24 ______45-54

4. Sex:(Check one)

______Male ______Female

5. Ethnic background:(Check one)

______American Indian or Alaskan Native ______Hispanic (Mexican American/Spanish surname)
______Asian or Pacific Islander ______White (not of Hispanic origin)
______Black (not of Hispanic origin) ______Other (specify) ________________________

6. Physical handicaps: (Check as many as apply)

______None ______Partially sighted or blind
______Hard-of-hearing or deaf ______Speech impediment
______Neuromuscular disorder or disease ______Other (specify) ________________________
______Orthopedically handicapped

7. Occupation:(Check one)

______Professional (requiring advanced college degree beyond B.A.)
______Professional (requiring college degree, B.A.)
______Skilled trade (requiring some college or trade school and/or apprenticeship)
______Job that does not require special training
______Homemaker
______Unemployed
______Retired (If retired, check also type of occupation you were in before retirement)
______Student

8. How close do you live to the Community School? (Check as many as apply)

I live within the neighborhood where the Community School is located ______Yes ______No
I live within the Community College District ______Yes ______No
I live within the Independent School District ______Yes ______No
I live within the city limits ______Yes ______No
I live outside the city limits ______Yes ______No

9. Check last year of school completed: (Check ONE ONLY)

______Grades 1-8 ______Grades 9-12 (but did not graduate from high school)
______High school graduate or equivalency (G.E.D.)
______2 years or less of college (or technical school)
______3-4 years college (but did not graduate)
______College graduate
______Post graduate, advanced or professional degree

10. How many years have you lived in your neighborhood? (Check one)

______Less than 3 years ______From 7-10 years
______From 3-6 years ______Over 10 years

11. Before signing up for this class/activity this semester, how many Community Education courses have you taken? (Check one)

______0 ______1 ______2-3 ______4-5 ______6-7 ______8 or more

12. Aside from this class/activity, how many other classes/activities are you presently attending sponsored by Community Education? (Check one)

______0 ______1 ______2-3 ______4-5 ______6-7 ______8 or more

13. Have you taught (or led) a Community Education class/activity before? (Check one)

______Yes ______No If yes, give number of classes/activities ________________

14. Do you have children now attending school in this school district? (Check one)

______Yes ______No

15. How did you first become aware of the Community Education program? (Check ONE ONLY)

______Church ______Friend or acquaintance
______Community agency ______Mailed brochure
______Community school staff ______Newspaper
______Door-to-door survey ______Questionnaire
______Your child(ren) ______Radio
______Handout, newsletters ______T.V.
______Presentation made before a group ______Other (specify)________________________
______Magazine

(over)

DO NOT WRITE
IN THIS
SPACE

16. Are you involved in other community organizations? (Check as many as apply)
______Church
______Parent-Teacher Association (PTA or PTO)
______Neighborhood Association
______Professional Organizations (Business Association, Bar Association)
______Scouting-type activities (Boy Scouts, Campfire Girls)
______Other (specify) ______________________________

17. Is there a Community Education Council in your community school area? (Check one)
______Yes ______No ______Don't know

18. Do other members of your family participate in Community Education classes/activities? (Check one)
______Yes ______No

19. What are your reasons for attending Community Education classes/activities? (Check as many as you wish)
______To learn a skill (vocational)
______To gain knowledge (academic)
______For enrichment (example: hobbies, music)
______For health or recreation
______To increase social and/or cultural awareness
______To discuss community problems
______To attend an organization meeting or function
______Other (specify) ______________________________

20. Do you plan to sign up for future Community Education classes/activities? (Check one)
______Yes ______No If no, why? ______________________________

21. What age groups should Community Education serve? (Check as many as you wish)
______0-2 years
______3-5 years (preschool)
______6-12 years (elementary)
______13-18 years (high school)
______19-24 years (young adult)
______25-60 years (adult)
______61 years or over (senior citizen)
______all people

22. Community Education should provide: (Check as many as you wish)

A. Programs:
______for pre-schoolers
______for school age children
______in adult education
______for senior citizens
______for all ages
______for the handicapped
______to meet needs for lifelong recreational skills
______for and with community businesses
______in cooperation with other groups (like parks and recreation, YMCA, etc.)
______other ______________________________

B. A way:
______of finding out how citizens feel about the strengths and weaknesses of the school
______to find people who could work as teachers, group leaders, etc.
______for finding out about general community problems and needs
______for people to find out where to go for their particular problems
______of matching what the community has with what it needs
______other (specify) ______________________________

C. Community use of:
______gyms, libraries, auditoriums, playgrounds, etc.
______school facilities for all ages during summer months
______schools as community centers
______locations other than schools for community education programs
______other (specify) ______________________________

D. Community Councils for:
______helping to identify community needs
______planning community education programs
______helping to conduct community education programs
______sharing in management of community education programs
______evaluating community education programs
______other (specify) ______________________________

23. Has Community Education affected other areas of your life? (Check one or more)
______Helped you get a new job or promotion
______Assisted you in gaining high school equivalence (G.E.D.)
______Produced better feelings about yourself
______Helped establish a hobby
______Increased physical fitness
______Became more aware of art and music
______Became more involved in the community
______Became more interested in family activities
______Became more involved in identifying and meeting needs other than educational in my neighborhood or community
______Increased job skills
______Changed children's attitude in school
______Others (specify) ______________________________

24. Students are often given the grades A, B, C, D, or Fail to denote the quality of their work. Suppose the community schools in this community were graded in the same way, what grades would you give in the following areas:

A, B, C, D, or Fail

Location of program ________
Equipment and facilities ______
Ability of instructor ________
Overall supervision ________
Cost of program ________
Overall program ________

DO NOT WRITE
IN THIS
SPACE

Community Education YOUTH PARTICIPANT Questionnaire

DO NOT SIGN YOUR NAME ON THIS FORM

1. Class Code:(Explained by instructor) ______________________________

2. Have you completed this form in another class/activity? If so, check yes and do not complete rest of form. ______Yes ______No

3. Age:(As of September 1, 1977) (Check one)
______10
______11
______12
______13
______14
______15
______16

4. Sex:(Check one)
______Male ______Female

5. Ethnic background:(Check one)
______American Indian or Alaskan Native
______Asian or Pacific Islander
______Black (not of Hispanic Origin)
______Hispanic (Mexican American/Spanish surname)
______White (not of Hispanic Origin)
______Other (specify) ____________________

6. Physical handicaps: (Check as many as apply)
______None
______Hard-of-hearing or deaf
______Neuromuscular disorder or disease
______Orthopedically handicapped
______Partially sighted or blind
______Speech impediment
______Other (specify) ____________________

7. Do other members of your family participate in Community Education classes/activities? (Check one)
______Yes ______No

8. Prior to signing up for this class/activity this semester, how many previous classes/activities have you attended? (Check one)
______0 ______1 ______2-3 ______4-5 ______6-7 ______8 or more

9. Aside from this class/activity, how many other classes/activities are you presently attending sponsored by Community Education? (Check one)
______0 ______1 ______2-3 ______4-5 ______6-7 ______8 or more

10. Have you taught (or led) a Community Education class/activity before? (Check one)
______Yes ______No

11. How did you first become aware of the Community Education program? (Check ONE ONLY)
______Church
______Community agency
______Community school staff
______Door-to-door survey
______Handouts, newsletters
______Presentation made before a group
______Friend or acquaintance
______Brochure
______Newspaper
______Questionnaire
______Radio
______T.V.
______Information at school
______Other ____________________

12. What are your reasons for attending Community Education classes/activities? (Check as many as you wish)
______To learn a skill (vocational)
______To gain knowledge (academic)
______For enrichment (example: hobbies, music)
______For health or recreation
______To learn more about other people and what they believe
______To discuss community problems
______To attend a meeting or activity
______Other (specify) ____________________

13. Do you plan to sign up for future Community Education classes/activities? (Check one)
______Yes ______No If no, why? ____________________

14. Has Community Education affected other areas of your life? (Check one or more)
______Helped you get a new job or promotion
______Assisted you in gaining high school credits
______Produced better feelings about yourself
______Helped establish a hobby
______Increased physical fitness
______Became more aware of art and music
______Became more involved in the community
______Became more interested in family activities
______Increased job skills
______Changed your attitude in school
______Became more involved in identifying and meeting needs, other than educational, in my community
______Other (specify) ____________________

15. Students are often given the grades A,B,C,D, and Fail to denote the quality of their work. Suppose the community schools in your community were graded in the same way. What grades would you give for the following areas? (A-Excellent, B-Very Good, C-Good, D-Fair, F-Poor or Failing)
______Location of program
______Ability of instructor
______Cost of program
______Equipment and
______Overall supervision
______Overall Community Education Program

COMMUNITY EDUCATION ON-SITE SURVEY*

School District: ______________________________.

Person Interviewed: ______________________________ Position: ______________

1. To what degree is there school district support for community education?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

2. To what degree is there informal community leadership support for community education?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

3. To what degree is there government leadership support for community education?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

4. To what degree is there news media support for community education?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

5. To what degree are community members aware of community school programs?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

6. To what degree are community members supportive of community school programs?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

7. To what degree are community members participants in the community school program?

   1 2 3 4 5 6 (don't know)
   Comment: ____

   ____

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*Developed by Community Education Study Team, Texas A&M University, to interview the leadership of the community.

8. To what degree is there awareness by community agencies other than the school district?

1 2 3 4 5 6 (don't know)
Comment: ____

9. To what degree is there support by community agencies other than the school district?

1 2 3 4 5 6 (don't know)
Comment: ____

10. To what degree is there cooperation by community agencies other than the school district?

1 2 3 4 5 6 (don't know)
Comment: ____

11. To what degree is there participation by community agencies other than the school district?

1 2 3 4 5 6 (don't know)
Comment: ____

12. To what degree has the community education project changed the community?

1 2 3 4 5 6 (don't know)
Comment: (ask for examples)

13. To what degree has the community education project in your district helped in promoting a sense of community among the citizens?

1 2 3 4 5 6 (don't know)
Comment: (ask for examples)

14. What is the future of community education in your community?

1 2 3 4 5 6 (don't know)
Comment: (ask for examples)

15. What is the strongest aspect of your community education project?

Comment:____

____

16. What is the weakest aspect of your community education project?

Comment:____

____

3 /7

HIGHLIGHTS OF NATIONAL EVALUATION OF FEDERALLY FUNDED COMMUNITY EDUCATION PROJECTS

NOVEMBER 1978

NATIONAL EVALUATION PRODUCES COMPELLING AND POSITIVE FINDINGS

A year-long national evaluation of federally funded community education projects has pronounced them an overwhelming success. The evaluation, done under contract by Development Associates (DA), Inc., of Arlington, Virginia, during the past year, concentrated on FY 1976, the first year of federal funding.

In their report issued recently, DA says that the evaluation findings "lead inescapably to the overall conclusion that the legislative mandate of the Community School Act was met and that the federally supported community education projects were quite successful."

The report goes on to say, "Such compelling and positive findings are unusual. More typically, the results of federal program evaluations are missed, and if anything, tend toward the negative." The report says that the consistency of the positive findings was "remarkable."

In summary, the report says that all three levels of projects (higher education, state departments, and local communities):

a. Susbstantial levels of effort, essentially in keeping with the terms of the federal grants and federal policy, had been expended;

b. These levels of program effort and activity were achieved, in part, because there were major commitments of non-federal resources, supplementing the federal funds (typically personnel and material, but with small amounts of cash);

c. The majority of the projects which had received federal funds for only one year were continuing at least some of these activities, and in several the level of effort, even without federal funds, had increased; and

d. These project-supported activities had produced desired effects on the educational and broader community systems with which they were concerned, and also produced identifiable changes in individuals which were appreciated by project participants.

At the same time, the report points out that concerns have been expressed "by senior state and local officials, as well as community educators in the field, about the dangers inherent in providing large amounts of external funds for community education. As they forcefully observed, the success of community education is premised on local commitment to resolve locally defined needs. The Community School Act supports this concept and the data gathered for this study, which indicates both high levels of staff commitment and high success, support this contention as well."

The report goes on to suggest that some lessons for future federal funding are suggested from the evaluation, including the need to:

a. Accept the eight minimum elements as attainable and appropriate;

b. Maintain the award of grants for only one year;

c. Maintain the award of relatively small grants;

d. Maximize local program resources;

e. Provide training and assistance over time and with a narrower scope;

f. Have additional effort in standardizing definitions and procedures for gathering and reporting project information; and

g. Recognize that there is no one-best way to implement community education.

FEDERAL EVALUATION CONCLUDES THERE IS NO ONE MOST EFFECTIVE MODEL OR SETTING FOR COMMUNITY EDUCATION

Federal evaluators say that there is no single approach and no single setting that is most conducive to community education success.

Examining a variety of implementation models and settings, all of which had high activity levels and positive results, evaluators concluded that "there was no significant difference between projects on the basis of urban-rural setting, type of sponsoring institution, and type of community advisory council. Also, there was little substantive difference between projects which assigned one staff coordinator to a school and those who assigned coordinators to several schools, although the coordinators to several schools reported that in one of three impact measures it was significantly more effective to have one staff assigned to a school rather than having staff divided among several schools."

TEACHERS AND PRINCIPALS SAY COMMUNITY EDUCATION HAS AN IMPACT

A randomly selected group of classroom teachers and building principals from 11 different communities around the country indicated that community education is having definite impacts in their schools. Evaluation interviewers talked to 167 teachers and 55 principals in federally funded community education project communities. They report:

"The overall impression of the school principals interviewed was positive, with elementary school principals being the most favorable. More specifically, 85% reported that their buildings were open more for community use as a result of the project; 80% reported that because of the project additional resources had been made available to the staff and students at their school; and 77% reported that there were changes in the types of cooperation and communication between their school and other agencies because of project activities. In addition

52% of the principals reported that school-community cooperation had improved because of the project and slightly less than half cited relatively specific changes in the type and extent of involvement of school staff with the community."

"Of the teachers interviewed, 76 (46%) had been directly involved in the community education project as a teacher, participant, or volunteer. Among teachers, 65% reported that since the project began, additional resources had been made available to their students in the form of enrichment opportunities, community volunteers, or classroom learning materials; 56% reported that the community education project had positive effects on students' attitudes toward school. In addition, 64% of the teachers reported that there had been increased community involvement in the schools since the time the project began."

COMMUNITY SUPPORT FOR SCHOOLS INCREASES

Community education has definitely had a positive impact on community support for schools, the federal project evaluations show. The report indicates that "almost all (95%) of the project directors reported that because of project activities there was at least some improvement in the level of community support for schools. At the visited projects these reports were corroborated by 90% of the school superintendents and board members, 91% of the school principals, and 70% of the staff of other community agencies. In addition, 64% of the responding teachers in these communities reported that there had been an increase in community support for schools over the time of the project, and 76% of the community residents participating in the project activities indicated that communication between the schools and the community improved over the same period of time."

COMMUNITY EDUCATION PROJECTS INCREASE CITIZEN INVOLVEMENT IN SCHOOLS

The federal evaluation report shows that citizens have become more involved in schools and school affairs as a result of community education project efforts.

According to the report, "20 project directors reported that there had been an increase in the extent of citizen involvement in project schools. In addition, 71% of the school principals and 68% of the chairpersons of project advisory councils reported increased involvement."

Also, more than two-thirds of community participants "indicated that they felt more comfortable going to school activities than they had one or two years before; they also indicated that they took more advantage of school-sponsored activities than before. In addition, over three-quarters of the community residents indicated that they felt communication between the community and schools had improved and 64% said they felt they had more influence over kinds of programs offered."

ADVISORY COUNCILS ARE FUNCTIONING AT ALL THREE LEVELS

Councils of one sort or another are operating at all levels of federally funded projects (university, state, and local). The whole area of councils shows both successes and concerns in the evaluation results.

"The Community School Act requires that all state department projects provide for the active and continuous involvement, on an advisory basis, of broadly representative institutions, groups, and individuals in the planning, implementation, and evaluation of program services and activities. In complying with this requirement, 19 (73%) of the refunded projects had advisory councils, and the others used informal procedures to secure outside advice. Of the 19 councils, seven were solely concerned with community education and 12 had broader program responsibilities. On the average, the councils had 17 members and represented a broad cross-section of state and local officials and community members. In some cases the councils made a significant contribution to the project and the development of community education in the state, while in others their role was quite perfunctory. Seventy-four percent of the project directors with advisory councils could cite at least one example of a contribution the council had made to the project over the past year, and 26% could not."

"All 20 (100%) local community project directors reported that their program received advice and guidance from one or more advisory councils. Some projects had separate councils for each school or neighborhood, while others had one overall council for the project. Also, some councils were concerned specifically with project-related concerns while others included project-related issues with which they were concerned. On the average, there were 4.8 councils per project, with the range being from one to 16."

"The majority (75%) of the project directors described one or more specific contributions made by their councils within the past year and council chairpersons at the 11 visited sites generally corroborated these reports. According to their chairpersons, the councils were moderately to very involved in assessing community needs, program planning and development, and evaluating/assessing programs; they were least involved in preparing proposals. Many (47%) of the 38 chairpersons also mentioned specific community-related projects as accomplishments of their councils."

"Council membership generally included representatives from the project school or school district community agencies, and the community at large. Most (83%) of the chairpersons interviewed reported that there were from six to 20 persons on their council, and that they were somewhat informal groups, with over half, (52.6%) having no bylaws or written rules. Most councils (74%) met about once a month."

The evaluation report identifies one possible caveat in the functioning of councils:

"From a slightly more operational point of view, the data on project advisory councils are of interest. First, it may be concluded from the responses of the project directors and the council chairpersons that the councils generally do function and do make a worthwhile contribution to project operations. Second, the data suggest that they tend to be led by the traditional school-community citizen leadership, rather than new elements, citizens who were previously uninvolved. According to the council chairpersons, the typical way of joining a council was to be asked by a member of the project staff, and most chairpersons had previous office holding experience in a school or other civic organization. On the one hand, this may be a factor in the effectiveness of the councils, but on the other it may be a disappointment to those community educators who view the councils as a means for developing new leadership; if the latter is occurring (and despite this limited data it may well be), the new leaders have yet to take command."

STATE EDUCATION AGENCY SERVICES INCREASED AND HAVE IMPACT

The major conclusion with regard to the efforts of 26 State Education Agencies (SEA) says the federal evaluation report is "that the legislative mandate for the SEA aspect of the community education program was met. State-level community education services were increased, substantial numbers of people received developmental and technical assistance, and these federally supported efforts did have desired impacts at the local level."

Specific conclusions about SEA successes include:

a. SEA services in community education increases;

b. Awareness increased and attitudes improved at both the state and local levels;

c. There are new and expanded local programs in almost every state surveyed;

d. Project training and assistance has been generally well received and has made a difference at the local level;

e. The state-level program had an impact on the state and local "community";

f. The state-level program had an impact on the SEAs receiving project grants;

g. The state-level programs had an impact on individual recipients of project-related training and technical assistance.

According to the evaluation report, "26 SEA directors reported that there were 258 new and 381 expanded local programs at least partially due to the efforts of the federally supported project." There was at least one expanded project reported in each state and at least one new project in 25 of the 26 states reporting.

"Seventy-six percent of the 183 clients surveyed cited examples of things they were doing differently as a result of the training or assistance they received, and 80% characterized the SEA efforts as either "quite helpful" or "critical" to their efforts. The examples were primarily in the areas of project planning, citizen involvement, and coordination of resources. Only 4% characterized SEA services as of little or no value."

The report also points out some weaknesses in the SEA projects: "While the overall program purpose has been achieved, there were some common weaknesses in project administration and operations. Project related recordkeeping and reporting were typically weak, in several states there was little coordination among state, college and university, and school-level community education projects. ...Advisory councils and other mechanism for securing active and continuous advice from representative groups and individuals are perfunctory in some projects.

SCHOOL SYSTEMS FEEL THE EFFECTS OF COMMUNITY EDUCATION

The community education projects had desired impacts on local education systems, according to the federal evaluation report, both with respect to school-level and district-level policies and with respect to the operation of the regular (K-12) school program.

Changes were reported in most of the school districts with respect to: the extent of citizen involvement in the schools and school decision-making, school-agency coordination and cooperation, and the availability of school facilities for community use.

Over 70% of the superintendents and board members interviewed reported that because of the project there had been: a) increased community involvement in schools, b) improved relations between the schools and community agencies, and c) more activities available for community residents.

In addition, 20% of the community education project directors indicated that a major result of their project was an improved K-12 program. Further, 89% (49) of the principals and 65% (108) of the teachers reported increased interaction between the teaching staff and the local community, improved attitudes of students toward school, and increased resources for teachers.

INTERAGENCY COOPERATION IS HAPPENING

The federal evaluation indicates that community education is having positive effects upon interagency cooperation. Quoting from the evaluation report:

"Staff from 91 community agencies were interviewed in 11 visited sites. Because they were mentioned in federal policy statements, in each site these included staff from the agencies responsible for: parks and recreation, health, aging, human resource, and community colleges. In addition, staff from up to five other agencies identified by the project directors were interviewed. Responses among types of agencies were compared with respect to indicators of their involvement and their assessments of project results. No significant differences among types of agencies in either areas were found."

"With respect to results, 81% of the respondents reported that their agency had been assisted by project staff, at least with respect to publicizing their services or jointly sponsoring community events. In addition, 78% said that project staff had facilitated an interagency network of services coordination and cooperation which were attributable primarily or entirely to the project.

Overall, 58% of the staff of these community agencies reported having positive or very positive attitudes toward community education."

COMPLETE REPORTS AVAILABLE FROM USOE

The complete report on the evaluation of federally funded community education projects is available. Copies can be obtained by writing Ms. Julie Englund, Director, Community Education, U.S. Office of Evaluation, Room 5622, Seventh and D Street, N.W., Washington, D.C. 20202.

These highlights were based on the national evaluation results and taken from the October 1978 special edition of the newsletter entitled "Community Education In Action Development" developed by the Institute of Community Education, Ball State University, Muncie, Indiana.

An Abstract of Community Education in Texas: A Status Report*

MAJOR QUESTIONS AND FINDINGS

Eight major issues were addressed in the evaluation of community education. These were:

1. Who participates in community education?
2. What types of programs are being offered in community education?
3. How many people participate in community education?
4. What are the costs of a community education project?
5. What is the degree of satisfaction of participants with current community education projects?
6. In well-established community education projects, what is the degree of awareness that community education exists?
7. In well-established community education projects, what is the degree of support by the public for community education?
8. To what degree are superintendents who do not have pilot projects supportive of community education in their school districts?

The basic sample for the study includes 50 of 57 pilot and 10 of 27 non-pilot community education projects.

I. Who Participates in Community Education?

A. Participation in community education classes shows all ages being represented. The most active group was the 25 to 34 year olds (27%). Under representation, however, of the very young and very old in classes was found (0 to 12 year olds had 6%, 65 or over had 3%).

B. Seventy-five percent (75%) of the participants in community education classes were female.

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*Prepared by Walter F. Stenning and Robert Berridge, Texas A&M University. Complete copies of the report are available from the: Texas Education Agency, Division of Adult Programs, 201 East 11th Street, Austin, Texas 78701.

C. Ethnic composition of community education participants is diverse, with an over representation of Mexican Americans and an under representation of Blacks. (This finding is partly due to the location of the community education sites that reported.)

D. Seven percent (7%) of the participants identified that they have some type of handicapping condition; 2% indicated they are deaf or hard of hearing; 2% are partially sighted or blind; 1% orthopedically handicapped; 2% have other types of handicaps. These findings approach the estimated 9% of handicapped people within Texas, indicating that community education is serving the handicapped of Texas.

E. The occupational characteristics of community education participants are quite diverse. Five percent (5%) are professionals whose occupation requires an advanced degree. Eleven percent (11%) are in professional occupations requiring a basic degree; 24% are in skilled trades; 20% are in unskilled jobs; 24% are homemakers; 5% are unemployed and 3% are retired. The diversity of occupational levels indicates that community education projects are serving a cross section of the citizens of Texas.

F. The educational level of the participants has similar diversity like occupation. Eleven percent (11%) of the participants have an eighth grade or less education; 16% have ninth through twelfth grade but did not graduate from high school; 32% are high school graduates (or hold GEDs); 21% of the participants have had some college; 12% are college graduates and 8% have advanced or professional degrees.

G. It was found that 66% of the participants of community education projects did NOT have children currently attending school within the school district the community education projects were located.

2. What Types of Programs are Being Offered in Community Education?

It was found that during the 1977-78 school year project participation was as follows:

Types of Classes/Activities	Percent of Participants
Academic	14.1
Vocational	7.8
Enrichment	18.6
Community Development/ Citizen Awareness	15.5
Recreational	28.7
Miscellaneous	15.3
	100.0

3. How Many People Participate in Community Education?

Based on information from 57 pilot and non-pilot sites*, 68,615 individuals were formally enrolled in classes. This amounted to a total of 3,213,395 contact hours in 3,477 identified classes. Further, 45,523 individuals participated in 613 activities that did not require formal enrollment. These activities included music festivals, community beautification projects, and citizen awareness meetings, etc.

4. What Are the Costs of a Community Education Program?

The costs of community education were determined by asking each community education coordinator to describe funding from local, state, federal, and private sources. This funding was of two kinds: budgeted (hard funding) and in-kind (contributions). These amounts were summed and divided by the total number of classes and activities (combined),

*Twenty project sites did not report during FY 1978.

the number of individuals attending and the contact hours. Information was available to analyze 32 school districts in this manner. It was found that the approximate cost for class/activity was $270.00 and the cost per person attending class/activity was $11.00 with each contact hour costing, from all sources, between $.50 and $.85 per contact hour per person. It was further found that most active sites, those with 80,000 or more contact hours, had the lowest contact hour cost, that of $.23 per contact hour. (It should be noted that these costs are approximate and are based on total funds, both budgeted and in-kind. The amount collected as fees was subtracted from total funding to determine net program costs. The generalizability of these findings should be viewed with caution based on the variables discussed within the Technical Report.)

5. What is the Degree of Satisfaction of Participants with Current Community Education Programs?

A. The 5,103 randomly selected adult participants and 582 youths in community education classes were asked to rate community education on an A through F basis. They were asked to rate the community education classes. The following ratings were given:

	Adults	Youths
. Location	A	B+
. Ability of Instructor	A-	A-
. Cost of Programs	A-	B+
. Equipment	A-	B
. Supervision	A-	A-
. Overall Evaluation	A-	A-

B. It was also asked of the participants why did they attend community education classes and activities. Twenty-five percent (25%) of the adults said to gain knowledge (15% of the youths.) Twenty-two percent

(22%) of the adults said for enrichment, i.e., hobbies, while 26% of the youths gave the same response. Twenty-one percent (21%) of the adults said they attended to learn a skill with 23% of the youths giving the same response.

C. Participants were also asked how community education has affected them. Twenty-one percent (21%) of the adults indicated that community education produced a better feeling about themselves (13% of the youths). Similarly, 18% of the adults indicated that it helped them establish a hobby, while 22% of the youths indicated the same.

6. In Well-Established Community Education Projects, What Is the Degree of Awareness that Community Education Exists?

Based on 793 telephone calls in which community members were willing to talk to project staff, it was found that 70% of those interviewed knew of the community education efforts of their school district. (It should be noted that these well-established community education projects had been in operation for at least three years.)

7. In Well-Established Community Education Programs, What is the Degree of Support by the Public for Community Education?

A. Again based on telephone interview, 14% of those interviewed in the eight well-established sites indicated that they had participated in one or more community education-sponsored classes or activities.

B. Eighty-nine percent (89%) of those interviewed by telephone indicated support for the idea that school districts should offer classes and/or activities for the general public.

8. To What Degree are Superintendents Who Do Not Have Pilot Projects Supportive of Community Education in Their School Districts?

A. Based on 104 responses by superintendents of school districts who had not been identified as having formal community education efforts, 91% of the superintendents indicated support for programs for school-aged children beyond the standard curricular areas. Ninety percent (90%) indicated support for programs in the schools for adults and 83% indicated support for nontraditional school-based programs for the handicapped. Only 43% of the superintendents were in favor of programs for preschool children and only 51% were in favor of senior citizen-oriented programs.

B. It was further found that 34% of the superintendents indicated that to the best of their knowledge they did currently have an element of a community education project within their school district.

Summary

The general findings of this study indicate that the community education concept is well adapted to the diversities of Texas. Community education has reached the diverse educational, occupational, and economic groups in Texas. The very young and the very old plus Blacks and men are demographically under represented within the project. A large percentage of participants do not have children in school. Community education projects are diverse in nature and are well received by their participants. Major efforts were in academic, enrichment, community development/citizen awareness, and recreation for all ages. Net costs of community education are approximately $270 per class and/or activity. This amount appears to hold true regardless of the size of the community, the school district, or the community education project. It would be anticipated, therefore, based on the data collected within this report, a per person cost of community education should range between $11 and $14. It was further found that well-established community education projects have a high degree of visibility with the general public and have extensive support by the general public. Within the remaining school districts of Texas, based on responses of superintendents, community education appears to be a positive programmatic addition which would be supported by the superintendents of Texas.

Miscellaneous Facts

- Participation ranged from 95 in Hamlin to 18,835 in Austin.
- The public school should provide use of gyms, libraries, auditoriums, and playgrounds (92% agreed).
- The public school should provide a framework for helping to identify community needs (85% agreed).
- There were 373 community school sites being used according to 60 school districts reporting in the study. This was an increase of 119% over 1975-76 figures.

Selected Highlights
of
FY 1978 Community Education Study

According to the study conducted by Dr. Walter F. Stenning, at Texas A&M University, a small investment in the community education concept from the state in concert with local governmental agencies can cause the following.

For example the findings are:

1. All ethnic groups were served or participated in the community school program.
    - 5% Black
    - 20% Hispanic
    - 70% White
    - 5% Other
2. All age groups were represented and participated in the community school program.
    - 18% Youth
    - 73% Adult
    - 9% Older Adults
3. All occupational groups were represented.
    - 16% Professional
    - 24% Skilled Trades
    - 24% Homemakers
    - 20% Unskilled
    - 5% Unemployed
    - 10% Other
4. 66% of the participants did not have children in school.
5. 7% of the participants had handicapping conditions.
6. Areas of interest were diverse and are as follows:
    - 35% Community Development
    - 32% Recreation
    - 23% Enrichment
    - 18% Academic
    - 13% Vocational
7. Cooperation with other agencies is evident by these facts:
    a. The most frequent types of cooperation with civic organizations, social service groups, and recreational agencies were:
        1. Use of school facilities
        2. Shared publicity
        3. Shared personnel
    b. 18% of all activities were cooperative
8. The number of regular school campuses involved in community school activities increased from 170 during FY 1976 to 373 campuses during FY 1978 for an overall increase of 119%.

9. Frequency of usuage of facilities.
    a. 76% usage occurred on community school campuses
    b. 15% on other public school campuses
    c. 9% in non-public school facilities

10. Costs (Overall)
    a. $275.50 per class/activity
    b. .74¢ per contact hour
    c. $10.69 per participant

11 Cost Per District (Primarily for administrative costs)

Small	$13,000
Medium	$17,000
Large	$55,000

11. Sources of funds: State grants generated the following amounts for community education implementation.
    a. 47% local school district
    b. 14% local government
    c. 13% federal monies

12. Utility Costs
    a. $1.88 per participant
    b. .15¢ per contact hour

13. Custodial Costs
    a. .76¢ per participant
    b. .06¢ per contact hour

14. Proportional cost of operating a community education project to the regular school districts operating budget was 7/10 of 1% of the total budget.

15. Community leaders interviewed at 8 well-established sites stated:
    a. Community education had changed their community for the better.
    b. Promoted an increased sense of commonality among the citizens.
    c. Community education had a bright future in their communities.

16. Telephone interviews randomly selected at the 8 well-established sites indicated:
    a. 70% recognition of community education in their community
    b. 14% had participated in one or more activities
    c. 76% felt the school district was helping their friends and neighbors become better educated
    d. 72% felt community education had been successful in providing the community with sports and recreation
    e. 64% felt their friends and neighbors had become more aware of community needs and solutions
    f. 89% felt that the school district should sponsor classes for the general public

17. Attitudes of superintendents who do not have community education in their school district were as follows:
    a. 91% favored having programs for school aged children beyond the regular school's responsibilities
    b. 90% were in favor for programs for adults
    c. 83% for handicapped
    d. 78% for school district cooperative efforts with businesses and service agencies

18. Overall participants rated community education A- on an A to F scale.

19. Reasons for participating in community school program.
    a. 25% to gain knowledge
    b. 22% for enrichment
    c. 21% to learn a skill
    d. 13% health & recreation
    e. 20% other

20. Over 3,000,000 contact hours in over 3,000 classes and activities during FY 1978, were recorded by community education projects.

21. Examples of Innovative Activities in Community Education reported for FY 1978:
    1. Family Life Education (Burkburnett)
    2. City and School Cooperatively Hire A Recreational Director (Calhoun County)
    3. Senior Citizen Nutritional Program (Lockhart)
    4. Health Clinic in Church (Damon)
    5. Remedial & Tutorial Programs for Youth
    6. High School Library Goes Public (Little Elm)
    7. Volunteer Ambulance Service Organized (West)
    8. Safety City and Safety Curriculum Developed for Elementaries (A&M Consolidated)
    9. Project Go for Gifted and Talented (Georgetown)
    10. Town Meetings (Damon)
    11. Old Pool Opened to Public (Colorado City)
    12. Park Improvements (Luling)

FACILITY USAGE

Texas School Laws as Related to Community Education

by Harold L. Hawkins, Head
Department of Educational
Administration
Texas A&M University

Community education is gaining a strong foothold in Texas. Large urban school systems along with others are accepting the concept that education is for all in the community regardless of age. School boards and administrators in Texas are increasingly aware that school facilities belong to all in the community and that the wide use of those facilities under appropriate conditions is a desirable educational objective.

Some school boards and administrators are uncertain as to the legal provisions that relate to community education. This brief article deals with several basic questions for which answers are needed.

OWNERSHIP OF PROPERTY

The responsibility of the school board for the physical assets of the school district is of considerable consequence. The board holds all school property in trust for the state. Its primary use is to benefit local education. *The vestment in the board of title to property conveys with it the authority to manage and control such property.* The general authorization for this board function comes from the following section which is partially quoted:

> *Sec. 23.26* General powers and duties of trustees. In General. (a) The trustees shall constitute a body corporate and in the name of the school district may acquire and hold real and personal property . . . .
>
> (b) *The trustees shall have the exclusive power to manage and govern the public free school of the district.*
>
> (c) All rights and titles to the school property of the district, whether real or personal, shall be vested in the trustees and their successors in office.

PUBLIC USE OF BUILDINGS

The power of school boards in the control and management of buildings and grounds is specifically referenced in the general authority clause which is paragraph (b) above. This provision is essential to the orderly conduct of school affairs and constitutes an important source of "local" power and authority. Court interpretation of what constitutes appropriate use of school buildings has provided specific examples for the guidance of the board. A review of these decisions provides the admonition that use of buildings and property for non-school purposes should "not interfere" with the regular educational function of the property. A court case tested the authority of a school board to lease school grounds for baseball games. The decision of the court confirmed the prerogative of the board to act as long as the baseball games met the non-interference provision. The case law is referenced as follows:

> Trustees may lease school grounds to be used for playing baseball so long as such does not interfere with the use of public school purposes. (Royse Independent School District v. Reinhart, 159 S.W. 1010, Writ of error refused by Supreme Court, (Tex 1913).

USE OF LOCAL FUNDS

The law considers not only the authority for raising funds for the operation of schools, but also provides for the spending of revenue. General authority to disburse school district funds is granted in this section of the code:

> *Sec. 20.48.* (c) Local school funds from district taxes, tuition fees of pupils not entitled to free tuition and other local sources may be used for the purposes enunerated for state and county funds and for purchasing of appliances and supplies, for payment of insurance premiums, janitors and other employees, for buying school sites, buying, building and repairing and renting school houses, *and for other purposes necessary in the conduct of the public school to be determined by the board of trustees . . . .*

The provisions of this section are usually interpreted broadly. *With the authorization provided here, the board is given the power to use local district funds for almost any operational expense that might be incurred.* This is in contrast to the use of state funds which have rather specific limitations.

CONTINUING VOCATIONAL EDUCATION

Continuing education is of growing importance in many Texas communities. This is especially true in those towns where new industry is being incorporated into the economy or where the nature of the existing industry is changing. Within the requirements and limitations established by the Texas Education Agency, boards of education are authorized to establish vocational programs and to include adult education as stipulated in the code:

> *Sec. 21.111.* Vocational and other Educational Programs. (a) The board of trustees of any public free school district of this state, subject to rules and regulations of the Central Education Agency heretofore and hereafter adopted, is hereby authorized and empowered to conduct and supervise vocational classes and *other educational programs for students of all ages; and whenever it deems necessary to expend local maintenance funds for the cost thereof.*

SUMMARY

No doubt as school districts officials continue to contemplate and to implement community education programs new questions will evolve. It is clear, however, that (1) school boards control the use of local property and buildings, (2) public non-school use of facilities has legal sanction subject to appropriate school district policy. (3) local school funds may be used for the support of community education programs and (4) adult education is a legitimate function for a local school district.

Education need not be limited to the young and school buildings do not need to close at four in the afternoon unless that is the concept of education held by the local community and its board of education.

SAMPLE

STATEMENT OF POLICY

RE: Community Use of School Facilities and Equipment

The Board of Education recognizes that school facilities and equipment belong to the school community. Therefore, it is the policy to encourage the use of these facilities and equipment by groups and organizations whose purpose and objectives contribute to the school program or the community. The Board of Education also recognizes that the primary purpose of the school facilities and equipment is to implement the regular instructional program. The Board further recognizes that there are costs involved in non-school use of facilities and equipment and that charges should be made so that tax money will not be used in support of non-school activities. However, it is the policy to charge only the rental fees to cover the expense of maintenance and operation. School facilities and equipment will be provided throughout the district on an equal basis. Use of school facilities for non-school profit-making activities shall not be allowed.

The Superintendent shall develop rules and regulations governing the use and rental of school facilities and equipment to protect the regular instructional program, those who use the facilities and equipment and the taxpayer who has provided the facilities.

STATEMENT OF POLICY

RE: Building Rental Fees

The following meetings may be held in school buildings without payment of fees:

1. Parent-Teacher Associations, Crowley Youth Association, Girl Scouts, Brownies, Boy Scouts, Cub Scouts, 4-H, Eagle Booster Club, Band Booster Club, or other school-related groups

2. Local organizations staging special events for the entire benefit of children, such as Halloween party, Christmas party, etc.

3. Local Civic Organizations

4. City and County officials using school building as precinct polling places

5. Community meetings of general importance where no admission fee is charged

6. City of Crowley (includes recreational activities)

7. Crowley Chamber of Commerce

A daily fee for the use of the school facilities shall be charged community groups not included in above exceptions.

Planning Joint Tenancy With Other Agencies

Shared facilities in the form of joint tenancy of common facilities has been extensively experienced in Minneapolis during the past several years in the form of school-park complexes, school-park-voluntary agency complexes, Housing and Redevelopment Authority-voluntary agencies, etc.

* A review of that experience indicates that sharing:

1) can be successful
2) creates special problems
3) the problems can be overcome
4) the benefits are worth the effort

Sharing in the form of joint tenancy can benefit the community by:

1) saving capital costs by avoiding duplication of program facilities such as gymnasiums, multi-purpose rooms, art and craft rooms, etc.
2) allowing improved facilities that could be developed by any one of the participating agencies
3) creating neighborhood service centers
4) contributing to improved coordination of programs through
    a) study and sharpening of functions
    b) avoiding scheduling conflicts, duplication of program content, and competition for clients
    c) increasing case referrals and cooperation in work with families and individuals

Successful sharing in the form of joint tenancy can occur when:

1) extensive inter-agency discussion about the expectations and functions of each agency occurs before commitments are made
2) participating agencies know what facilities are needed to provide effective programs and do not compromise too much in the building plan
3) contracts clearly delineate major functions and responsibilities and include means of appealing unresolved differences within the building as well as means of reviewing experience with contact and its revision
4) all staff are suited personally (mature, flexible, stamina, sense of humor), committed to making sharing work, and understand respective functions of agencies
5) custodial services are provided in the least complex manner
6) responsibility for coordinating the facility operation is assigned to an individual who is well qualified both in terms of personality and professional skills

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* For a complete report of the Minneapolis study write to the Community Health and Welfare Council, 404 South 8th Street, Minneapolis 55404

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SAMPLE FACILITY USAGE FORM

For The Week ____________________ Time ______________________

Activity ________________________ School _____________________

Number Using School Facilities

Groups	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Total
Children							
Teenagers							
Adults							
Total							

Note: Attendance is very important for office periodic evaluation and year end summary. Please keep as near correct as possible--do not "pad" your reports. We are concerned with quality programs and not large numbers.

____

____

For the Week __________________ Time _______________________

Activity __________________ Facility ___________________

Number Using Public Facilities

Groups	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Total
Children							
Teenagers							
Adults							
Total							

RECORD KEEPING

Name of Activity ______________________________

Instructor or Sponsors ______________________________

PROGRAM CHECKLIST

The following information is filed for the above named Community Education Activity.

GENERAL INFORMATION

Course Description	
Planning Sheet	✓
Interview with Instructor	✓

PROGRAM PREPARATION

Campus Memo	✓
Requisitions	✓
Class handouts	
Registration Information	✓
Registration forms	✓
Class Roll	
Absentee Report	

PROMOTION (Special)

Ads and clippings	
Radio announcements	
Brochures	
Fliers	

BUDGET AND FINANCIAL INFORMATION

Budget	
Legal Contracts	✓
Receipts	

CORRESPONDENCE

Letters	
Memos	
Form Letters (one copy)	

EVALUATION FORM AND FOLLOW-UP

Instructor Program Evaluation form	✓
Student Program Evaluation form	✓

COMMENTS:

BAY CITY INDEPENDENT SCHOOL DISTRICT
P.O. BOX 631
BAY CITY, TEXAS 77414
Dr. John Briggs, Superintendent

March 28, 1978

Dear

The recent evaluation study of the Bay City Community Education project conducted by Texas A & M University should prove to provide useful and valuable information to the school district as well as the entire community.

On behalf of the Bay City Independent School District, we wish to extend to you our thanks and appreciation for the time and courtesy you extended the evaluation team. Your willingness to participate in an honest manner in this study is an indication of your concern for the quality of life in Bay City. You are to be commended not only for your community leadership and involvement but also for the respect in which you are held in this community.

Though the conclusion of the study is not yet complete, we were made aware that misinformation regarding the financing of Community Education exists in the community at large. In order to provide a fuller understanding in this regard we have prepared a fact sheet and compiled other pertinent information which we will provide the news media in the near future. We are enclosing this information for your perusal. Please feel free to share this with those whom you know who would be interested. Also, please call us if you have any questions or suggestions.

We look forward to sharing the final results of the study with you when it is made available to us.

Sincerely,

John Briggs

Suzy Thompson

JB-ST/md
Enclosure

COMMUNITY EDUCATION FACT SHEET

The Community Education 77-78 total operating budget will be approximately $75,000.00. Of this $75,000.00, only $4,000.00 is currently supported by the local budget (local tax dollars). As of March 20, 1978, only $1,587.28 of the $4,000.00 appropriation had been expended. This $4,000.00 appropriation represents .06% (less than 1/10 of 1%) of the total local budget of $6,500,000.00. The $1,587.28 expenditure represents only .02% of the total local ISD appropriated tax funds. None of the director's salary is funded through the local 77-78 budget.

The remaining, approximately $71,000.00, has been generated through federal and state grants, participant fees, and state appropriated adult education funds. This $71,000.00 represents over 95% of the total Community Education budget. Whereas the Bay City ISD budget is externally funded by 52% and the local funds represent 48% of the overall operating cost.

In this course of time, a total of 6,673 participants have been enrolled in the various Community Education programs.

The 1977-78 year will show an enrollment in excess of 3,000 participants. The Community Education program will employ this year, approximately 108 teachers, 35 of which are also Bay City ISD teachers who have this opportunity to augment their incomes.

Since the first Community Education programs were offered in the fall of 1975, the participation has more than doubled and has shown a steady and consistent growth pattern. This speaks for the quality of the program as well as the community's need for this type of program.

The Bay City Community Education program has been recently recognized as one of eight in the state as an exemplary project. The Community Education survey conducted in Bay City has received national attention and recognition. An art exhibit from the K-12 enrichment art classes was exhibited at the Kennedy Center for Performing Arts and will soon be hung in the office of the U.S. Commissioner of Education in Washington, D.C.

ANNUAL REPORT

Weatherford Community Education

September 1, 1977 - August 31, 1978

I. PROGRAMS

A. Community School Enrollments....................................1739

1. Breakdown of enrollments by season

Fall	546
Spring	806
Summer	387
Total	1739

2. Breakdown of enrollments by category

Cultural	303	(18%)
Domestic	74	(4%)
Personal Improvement	547	(31%)
Recreational	485	(28%)
Shop Skills	57	(3%)
Vocational	272	(16%)

3. Increase over previous year's enrollment: 9.4%

B. Adult Learning Center, Public Library

Instructor: Patsy Tison
Hours: 5:00 to 9:00, Monday and Thursday, 48 weeks
Attendance: 6.18 per hour average
Number enrolled: 91
Student Contact hours: 2,374

C. High School Programs Supervised by Craig Stockstill

1. Intramurals:

Campout	37 students & 4 adults
Volleyball Tournament	80 students & 5 adults
Basketball	40 students & 3 adults
Softball	30 students & 3 adults
Canoe Trip	39 students & 3 adults
Thump Football	25 students & 1 adult

2. Organized and sponsored the Woods and Waters Club with 42 members. (BSA Explorer charter.)

3. Assisted clubs and helped coordinate activities such as dances, fund-raising, Homecoming, Student Council, etc.

4. Supervised the after-hours use of school facilities by student groups, community groups, and classes in conjunction with the community school program.
5. Worked with the city to see that gyms are open to the public with supervision.

D. Gymnastics - 214 enrollments in five sessions.

E. City-school Recreation Program Supervised by Pat Springer

1. Municipal Pool, June 3 - September 4

a.	Paid Admissions	13,709
b.	Lesson Enrollments	747 youth, 38 adults
c.	Rentals	56 (includes use by school)
d.	Swim Team	25 members

2. Summer Day Camp - five 60-hour sessions, total enrollment 314

3. Summer Recreation Classes - nine classes, total enrollment 134

4. Summer Track Team - 14 members

5. Leagues:

Men's Softball	Teams 8	Participants	144
Church Softball	Teams 10	Participants	180
Women's Softball	Teams 12	Participants	216
Church Basketball	Teams 10	Participants	123
Night Volleyball	Teams 7	Participants	69
Junior Basketball	Teams 6	Participants	56
Spring Soccer	Teams 18	Participants	283
Fall Tennis	Individual	Participants	18
Spring Tennis	Individual	Participants	18
Summer Tennis	Individual	Participants	18

6. Tournaments
   Tennis - 3 tournaments with 105 entrants
   Men's Softball - 7 tournaments with 2178 participants
   Women's Softball - 6 tournaments with 1536 participants

7. Inservice Day Activities
   Elementary Playday - 119 participants
   Middle School Ice Skating Trip - 141 participants

8. Preschool Program - 94 enrollments in 12-hour activity

9. Scheduled Use of City-owned Gyms
   Open daily after school for free public use.
   Open week-ends and holidays for free public use - 103 days

Rentals -	City Gym	76
	S.Main Rec.Center	15
	Total	91

   School Use - 132 occasions
   Use by Senior Service Center - 39 occasions

F. Estimated Total Hours of Participation in all Community Education Activities..117,000

II. PROCESS

A. In addition to the above specific programs, Community Education continues to attempt to:

1. Identify community problems and needs and harness available resources to meet those needs.
2. Identify and maximize the use of human, financial, and facility resources.
3. Organize educational, recreational, avocational, and cultural programs to meet known needs.
4. Cooperate with other service providers, using the "umbrella concept" to efficiently attack problems without duplication of effort.
5. Improve community-school relations.
6. Develop an "educative community" within which our school system can operate.
7. Develop a "sense of community".
8. Seek state and federal sources of funding to supplement local resources in the support of Community Education.

B. Agencies Involved in Direct Cooperation

City of Weatherford
Churches
Weatherford College
Texas A&M University
Parker County Red Cross
Civic Clubs
CPA Association
Public library
City Court
Campbell Memorial Hospital
Fort Worth ABE Co-op
American Heart Assn.
Parker County United Way
Parker Committee on Aging
County Extension Service
Texas Education Agency
Internal Revenue Service
Texas Community Education Assn.
Palo Pinto Comm. Ser. Corp.
Weatherford Softball Assn.
Genealogical Society
Weatherford Tennis Assn.
Texas Safety Assn.
Weatherford Soccer Assn.

C. Community Education Advisory Council

1. Reorganized on March 30, 1978 with 14 members
2. Number of meetings - 5
3. Average attendance - 8.2
4. Officers: President....................Rev. Bill Goodwin
   Vice-President...............Patsey Palmer
   Secretary.......................Joyce Weger
5. Project Committees:
   Crockett Park - Stuart Isgur, Chairperson
   Youth Concerns - Shirley Wikstrom, Chairperson

D. Community Education Lighthouse Project Workshop

1. Weatherford served as pilot site.
2. Attended by 29 persons, including representatives from eight school districts and various local and non-local dignitaries.

CUMULATIVE STATISTICAL SUMMARY

1972-73 through 1977-78

COMMUNITY SCHOOL ENROLLMENT

School Year	Fall	Spring	Summer	Total
72-73		*650		*650
73-74	*550	607		*1157
74-75	372	635	243	1250
75-76	411	569	184	1164
76-77	498	691	207	1396
77-78	548	828	387	1763

Grand Total................7380

*Includes leagues and misc. activities not included in later figures.

SOURCES OF FUNDING

	72-73	73-74	74-75	75-76	76-77	77-78	Total
W.I.S.D.	$787	$ 2,659	($2,504)	$ 6,316	$17,820	$24,200	$49,278
Title III	-0-	19,910	25,000	11,500	-0-	-0-	56,410
TEA-ABE	-0-	-0-	-0-	3,000	4,000	4,000	11,000
Tuition	6,290	9,412	14,329	18,550	25,208	28,132	101,921
City of W'ford	-0-	2,000	4,850	8,600	9,628	10,418	35,496
Gifts & Bequests	3,521	5,053	5,867	6,742	7,130	7,234	35,547
Misc. Non-local	3,000	-0-	-0-	-0-	1,243	4,201	8,444
Total	$13,598	$39,034	$47,542	$54,708	$65,029	$78,185	$298,096

COMMUNITY EDUCATION

1977-78 Fiscal Summary

PROGRAM MANAGEMENT..$26,937

EXPENSES		REVENUE	
Director Payroll	$17,452	W.I.S.D	$24,200
Secretary Payroll	7,767	TEA, Adult Voc	737
Travel	1,218	City of Weatherford	2,000
Telephone	260	Subtotal	$26,937
Office Supplies	176		
Typewriter Contract	64		
Subtotal	$26,937		

INDIRECT PROGRAM EXPENSES..$19,700

H.S. Bldg. Sup., Payroll (60% CE duties)	$ 5,789	TEA Grant	$ 4,000
		United Way	1,789
		Subtotal	$ 5,789
Rec. Supervisor, Payroll	$ 8,417	City of Weatherford	$ 8,417
Program Related Supplies	$ 1,350	Tuition & Fees	$ 1,733
Bldg. Use & Utilities	1,320	Banks & Businesses	950
Catalogs & Publicity	2,824	United Way	2,811
Subtotal	$ 5,494	Subtotal	$ 5,494

DIRECT PROGRAM EXPENSES..$31,548

Instructor Payroll	$22,126	Tuition & Fees	$26,399
Activity Supplies	9,111	TEA, Adult Voc	3,464
Bus Use	311	Civic Club Schol	285
		United Way	1,400
		Subtotal	$78,185

GRAND TOTAL.......................$78,185

RESOURCES

COMMUNITY EDUCATION OR RELATED PUBLICATIONS

November 1978

BROCHURES

	Name of Publication	Type/Length	Availability
1.	Community Education may be your Bag too!	Brochure/12 pages	TEA, DAP (Limited Supply)
2.	Assignment: Committee	Brochure/24 pages	TEA, DAP
3.	Programs & Services of the Texas Industrial Commission	Brochure/7 pages	TEA, DAP
4.	Texas Department of Health Resources Profile	Brochure/27 pages	TEA, DAP
5.	Selected List of Post-Secondary Educational Opportunities for Minorities and Women	Brochure/30 pages	TEA, DAP

DIRECTORIES

	Name of Publication	Type/Length	Availability
1.	Community Education Project Directory	Directory/28 pages	TEA, DAP
2.	Adult Education Co-op Directory	Directory/5 pages	TEA, DAP
3.	CETA Prime Sponsor Directory	Directory/6 pages	TEA, DAP

FILMS

	Name of Publication	Type/Length	Availability
1.	To Touch a Child	Film/28 minutes	*Education Service Center (ESC); Center for Community Education, Texas A&M University
2.	A Sense of Community	Film/28 minutes	Center for Community Education
3.	Education is More Than a Word: Community Education in Texas	Film/28 minutes	ESCs; Center for Community Education; Texas Education Agency (TEA), Division of Adult Programs (DAP)

*Only 10 education service centers have the film To Touch a Child. Contact local education service center to determine availability of film.

Name of Publication	Type/Length	Availability
4. Cipher in the Snow	Film/28 minutes	ESCs
5. The Mail Box	Film/28 minutes	Center for Community Education

FILM KITS

1. Suggested Strategies for Establishing a Community Education Project (Rebirth of Community)	Film/28 minutes Film strip/cassette 11 minutes Discussion Guide/ Workbook	Center for Community Education
2. The Community School Coordinator	Film/25 minutes Filmstrip/cassette 9 minutes Discussion Guide/ Workbook	Center for Community Education
3. The Community Council	Film/22 minutes Filmstrip/cassette 10 minutes Discussion Guide/ Workbook	Center for Community Education
4. Cooperative Agency Relationship	Film/20 minutes Filmstrip/cassette Discussion Guide/ Workbook	Center for Community Education

GUIDELINES

1. Instructions for Submitting Proposals for Pilot Projects in Community Education	Guidelines/16 pages	TEA, DAP
2. Community Education Annual Report Form	Guidelines/11 pages	TEA, DAP
3. Guidelines for Establishing Adult Learning Center	Guidelines/30 pages	TEA, DAP; Region XI, ESC

HANDBOOKS

1. Project CARES (Volunteers)	Handbook/15 pages	Center for Community Education, Bay City Independent School District
2. Community Education Handbook	Handbook/21 pages	Alice Independent School District

HANDOUTS

Name of Publication	Type/Length	Availability
1. Community Education Definitions	Handout/1 page	TEA, DAP
2. Minimum Elements for Implementing Community Education	Handout/1 page	TEA, DAP
3. Position Statement on the Community School Concept (Adopted by the State Board of Education, April 8, 1972)	Handout/1 page	TEA, DAP
4. Sample School and City Joint Resolution and Community School Program Resolution	Handout/1 page	TEA, DAP
5. State Plan for Supporting the Community School Concept in Texas	Handout/2 pages	TEA, DAP
6. Human Resource Programs for Texas	Handout/9 pages	TEA, DAP
7. A Priority of the State Board of Education	Handout/1 page	TEA, DAP
8. Community Education by Barbara Williams (Published in Texas Outlook)	Handout/2 pages	TEA, DAP
9. Community Education Pilot Projects	Handout/1 page	TEA, DAP
10. A Framework for the Evaluation of Community Education Projects	Handout/3 pages	TEA, DAP
11. Abstract Report of Chief State School Officers Survey on Community Education	Handout/2 pages	TEA,DAP
12. Community Education Innovative Activities as Reported from FY 1977 Annual Reports	Handout/13 pages	TEA, DAP

Name of Publication	Type/Length	Availability
13. Community Education Innovative Activities As Reported From FY 1978 Annual Reports.	Handout/12 pages	TEA, DAP
14. Sample Community Education Annual Report Worksheet	Handout/1 page	TEA, DAP
15. Sample Time and Effort Attendance Form (Pilot Projects Only)	Handout/1 page	TEA, DAP
16. BROCHURES (A preparation guide)	Handout/2 pages	TEA, DAP
17. American Lung Association of Texas (Affiliation and Areas-1977)	Handout/2 pages	TEA, DAP
18. Suggested Cooperative Relationships Between Community Education and Adult Education (As Reported From FY 1976 and FY 1977 State Conferences)	Handout/1 page	TEA, DAP
19. Regional Councils of Government in Texas	Handout/8 pages	TEA, DAP
20. Examples of Interagency Cooperation (As Reported From FY 1977 Annual Reports)	Handout/12 pages	TEA, DAP
21. Sample Districtwide Community Education Coordinator Duties	Handout/1 page	TEA, DAP
22. Sample Neighborhood or Campus Community School Director Duties	Handout/1 page	TEA, DAP
23. Considerations for Developing Competitive Grant Proposals	Handout/3 pages	TEA, DAP

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Name of Publication	Type/Length	Availability
24. Mutually Supporting Relationships Between Community Education and the Texas Agricultural Extension Service	Handout/4 pages	TEA, DAP; Center for Community Education
25. A Listing of Active Publications, Texas Education Agency	Handout/100 pages	TEA, Publications Distribution Section
26. Sample Community Education Survey Packet	Handout/15 pages	TEA, DAP

MANUALS

1. Community Education Funding Guide	Manual/120 pages	Center for Community Education
2. A Community Education Resource Manual	Manual/270 pages	TEA, DAP (Out of Print - to be revised for 1979)
3. Statewide Model Referral Guide for Use in Adult Education Programs	Manual/300 pages	TEA, DAP

PAMPHLETS

1. Community Education and the Community School	Pamphlet/1 page	TEA, DAP
2. Points of Order (Parliamentary Procedures)	Pamphlet/1 page	TEA, DAP
3. Texas Community Education Association	Pamphlet/1 pate	TEA, DAP; Center for Community Education
4. Education for the Offender: A Step in a New Direction	Pamphlet/1 page	TEA, DAP
5. The General Education Development Testing Program and Certificate of High School Equivalency in Texas	Pamphlet/1 page	TEA, DAP

Name of Publication	Type/Length	Availability
6. Experience Unlimited for Older Adults	Pamphlet/1 page	TEA, DAP
7. Texas Department of Community Affairs	Pamphlet/1 page	TEA, DAP

REPORTS

1. Statewide Annual Reports on Community Education for FY 1976 and FY 1977	Report/22 pages	TEA, DAP
2. Community Education Annual Report Per School District July 1, 1976 - June 30, 1977	Report/98 pages	TEA, DAP
3. Community Education In Texas: Status Report (By Walter Stenning for the Center for Community Education, Texas A&M University)	Report/35 pages	TEA, DAP; Center for Community Educatin

SLIDE TAPES

1. Needs Assessment and Older Persons	Slide Tape/ 10 minutes	TEA, Resource Center
2. Community Education	Slide Tape/ 10 minutes	ESCs, Center for Community Education; TEA, DAP

OTHER PUBLICATIONS

1. Community Education Funding Guide; Dr. Michael Ciavarello, Commonwealth Center for Community Education, Shippinsburg State College, Shippensburg, Pennsylvania 17257; Cost: $4.50, Published: 1977. A free copy can be checked out from the Center for Community Education at Texas A&M University.

2. Catalog of Federal Programs Related to Community Education (Report #3); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Cost: $3.75, Published: 1977

3. Enter the Media World; Regional Center for Community Education, Alma College, Alma, Michigan 48801; Cost: $1.00

4. Questions and Answers on Energy Conversation in Schools; Education Facilities Laboratories, 850 Third Avenue, New York 10022; Free: (Send a stamped, self-addressed envelope.)

5. a. Community Involvement for Classroom Teachers;
   Cost: 105 copies @ $2.95 each; add 10% for shipping
   b. Creating Interagency Projects...School and Community Agencies;
   Cost: 1-5 copies @ $3.95 each, add 10% for shipping
   c. The Funding Process: Grantmanship and Proposal Writing
   Cost: 1-5 copies @ $6.95 each, add 10% for shipping

   The above are available from: Community Collaborators, P. O. Box 5429, Charlottesville, Virginia 22903.

6. Catalog of Resource Material on Community Education; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Cost: $4.50; Catalog #01708001829-6.

7. The Community Educator's Guide to Adult Learning; Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903; Cost: $1.00.

8. Community Education Interaction Exercises; Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903; Cost: $3.95.

9. How to Produce Effective Slide-Tape Talks; Carma Press, Box 12633, St. Paul, Minnesota 55112; Cost: $3.95 (Shipping 50¢ one book, 75¢ two or more books.)

10. Survey: The Community Survey on the Status of Women; Population Institute, 110 Maryland Avenue, N.E., Washington, D.C. 20002; Cost: $2.00.

11. Community Education Perspectives: Selections from the Community Education Journal; Pendell Publishing Company, Box 1666, Midland, Michigan 48640; Cost: $6.00 plus $1.50 postage and handling.

12. Evaluation Today in Community Education; U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20202; Cost: Unknown.

13. A Process Model for Community Education Development; Nevada Department of Education, Capitol Complex, Carson City, Nevada 89701; Cost: Unknown.

14. Community Education Needs Assessment and Evaluation Guidebook; Nevada Department of Education, Capitol Complex, Carson City, Nevada 89701; Cost: Unknown.

15. The Schools' Community Roles in the Next Ten Years: An Outside Perspective, Report No. 2; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Stock No. 017-080-10772-5; Cost: Unknown.

16. Cooperative Extension Guide to Community Education Development; Cooperative Extension Program for Community Education 2082 Derring Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061; Cost: Unknown.

17. Strength Through Cooperation; Cooperative Extension Program for Community Education, 2082 Derring Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061; Cost: Unknown.

18. Alternative Schools in Action
    Marshalling Community Leadership to Support the Public Schools
    Parliamentary Procedure: Tool of Leadership
    Optional Alternative Public Schools
    Violence in the Schools: Causes and Remedies
    School Volunteers: Who Needs Them?
    The People and Their Schools: Community Participation
    The Community as Textbook
    Students Teach Students
    The People and Their Schools
    Sexism: New Issue in American Education
    What the People Think About Their Schools: Gallup's Findings

    The above are available from: Director of Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401; Cost: 75¢ (60¢ for members) Any six titles $4 ($3 for members), any eight titles $5 ($4 for members).

19. 1978 Pendell Publishing Company Catalog; Pendell Publishing Company, Box 1666, Midland, Michigan 48640; Cost: Free

20. Yes You Can Teach!; Carma Press, Box 12633, St. Paul, Minesota 55112; Cost: $5.00 plus 60¢ shipping.

COMMUNITY EDUCATION CENTER
SERVING
TEXAS
ARKANSAS
LOUISIANA
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

COMMUNITY SCHOOL
CASSETTE TAPES

Tape Number	Speaker	Information and Contents
CE201-T	Dr. Ernest O. Melby Professor Emeritus Michigan State University and Florida Atlantic University	Southeastern Regional Conference on Community Education March 29, 1974
CE202-T	Sara Driggers, Dir., Union County Ed Burnam, Dir., Hamilton County Sam Lauff, Coord., Marion County Lee Young, Coord., Palm Beach County	"Community Education in a Rural Setting" Southeastern Regional Conference on Community Education March 29, 1974
CE203-T	Paul Belardino, Dir., Dade County Evelyn Clemons, Com. Member, Atlanta Walt Weyant, Dir., Dade County	"Do's and Don't's of Community Advisory Councils" Southeastern Regional Conference on Community Education March 29, 1974
CE204-T	Lou Tasse Supervisor, CS Program Dade County Public Schools Miami, Florida	"Community School Problems and Programs in Dade County, Florida" Telelecture at BYU November 1969
CE205-T	Stephen L. Stark Associate Director Center for Community Education Texas A&M University	Springfield, Ohio Story
CE206-T	Bruce Jacobs Community School Coordinator	"Programs and Their Solutions in Alpena School District, Michigan" Telelecture at BYU December 1969
CE207-T	Tom Mayhew (Regional Center Director) Arizona State University Tony Carillo-Ast. Director	"Programs and Problems of the Community School" Telelecture at BYU December 1969

Tape Number	Speaker	Information and Contents
CE208-T	Mott Foundation Leadership Directors: Doug Procunier Bob Kelly Bill Becker Dave Lawrence	"Community School Program, Problems and Their Solutions" Telelecture at BYU December 1969
CE209-T	Stephen L. Stark Associate Director Center for Community Education Texas A&M University	Police-Liaison
CE210-T	Don Shaw Professor, Health Sciecnes Brigham Young University	"Health and the Community School" BYU, Provo, Utah January 1970
CE211-T	Dan Cady Community School Director Flint, Michigan	"Responsibilities of a Community School Director and Problems Encountered" Telelecture at BYU January 8, 1970
CE212-T	Bill Kromer Community Action Director	"The Use of Volunteers" Telelecture at BYU February 1970
CE213-T	Dr. Ernest O. Melby Professor Emeritus Michigan State University	2nd N.C.S.E.A. Convention at Miami, Florida December 1967
CE214-T	Jack Minzey Assistant Professor Eastern Michigan University	"Financing" Internship Program at Flint, Michigan February 1970
CE215-T	Pete Clancy Superintendent Flint, Michigan	"Community School Education in the United States" Education-Business-Industry Meeting, Provo, Utah April 1970
CE216-T	Jack Minzey Assistant Professor Eastern Michigan University	"Problems and Their Solutions in a Community School Program" Telelectire at BYU March 1970
CE217-T	Ed Olsen Professor of Education California State College	"The Community Educator in the United States" Telelecture at BYU February 1970

Tape Number	Speaker	Information and Contents
CE218-T	Al Dighera Consultant, Adult Education Michigan Department of Education	"Community Education" Telelecture at BYU June 2, 1970
CE219-T	Eloise Cabrera, Dir., Hillsborough Co. Alan Keth, Dir., Atlanta, Georgia John Swalm, Coord., Duval County	"Working With Community Advisory Councils-For School Administrators and Community Education Staff" Southeastern Regional Conference on Community Education March 29, 1974
CE220-T	Curtis VanVoorhees Director, Regional Community School	"Funding Community School Programs" Telelecture at BYU June 5, 1970
CE221-T	Ed Roberts	"Community School Problems" Telelecture at BYU June 29, 1970
CE223-T	Durward B. Varner Chancellor University of Nebraska	"Rural Development" Texas A&M University February 2, 1972
CE225-T	Don Reigle Congressman, Michigan	"Federal Legislation" N.C.S.E.A. Convention December 1971
CE228-T	Donald O. Bush Executive Officer Mott Leadership Officer	"Community Education" Flint, Michigan March 8, 1972
CE229-T	Rev. Andrew J. Young Atlanta Community Relations Council	"Community Schools in American Society" N.C.S.E.A. Convention December 1971
CE231-T	Avard Rigby Utah State Department	"State Department Involvement in Community Education" N.C.S.E.A. Convention 1971
CE232-T	Charles Stewart Mott C. S. Mott Foundation Flint, Michigan	"Letter to Ways & Means Committee" July 22, 1969
CE234-T	Dean Berkley	"Community Education and People" N.C.S.E.A. Convention December 3, 1970

Tape Number	Speaker	Information and Contents
CE235-T	Israel Heaton Director Center for Community Education Brigham Young University Provo, Utah	"Community Involvement" Supervisors Conference, Texas A&M University June 13, 1972
CE236-T	Don Weaver	"Theory and Practice"
CE238-T	Bill Pounds	Weatherford
CE241-T	Tony Carrillo	"Why Community Education?" (Philosophy) National Community Education Workshop March 7, 1972
CE242-T	Jack Minzey Assistant Professor Eastern Michigan University	"What is Community Education" Community Education Workshop October 28, 1970
CE243-T	Jack Minzey Assistant Professor Eastern Michigan University	"Community Education in the 70's" Flint Community School Workshop

DIRECTORY
OF
RESOURCES

357

FOR THE RESIDENTS
OF THE
DUNBAR AREA COMMUNITY SCHOOLS

COMPILED
AS A COMMUNITY SERVICE PROJECT
BY THE
DUNBAR COMMUNITY SCHOOL AIDES
5700 RAMEY STREET
FORT WORTH, TEXAS 76112
451-9211

PUBLISHED
BY THE CURRICULUM DEPARTMENT
OF THE
FORT WORTH PUBLIC SCHOOLS
WITH FUNDS
PROVIDED BY THE EMERGENCY SCHOOL AID ACT

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Day Care Association (Headstart) 2
Dunbar Community Schools 3

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Employment (Manpower Program CEDA) . . . . .

H

Housing (Fort Worth Housing Authority) 6
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New Lines 7
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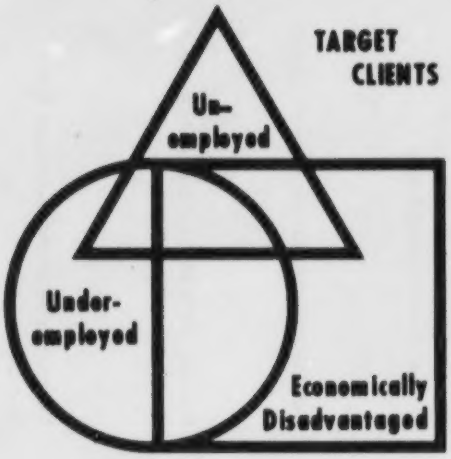
Introduction to CETA

The Comprehensive Employment and Training Act (CETA) is a federally-funded program which provides job training and employment opportunities for persons who are economically disadvantaged, unemployed, and underemployed. Through CETA programs, persons prepare for maximum employment opportunities and self-sufficiency.



CETA is a revenue sharing employment and training program, in which decisions are made at the state and local levels about the kinds of programs, how money is to be spent, who is to be served, and what types of delivery systems are needed. CETA activities are coordinated by prime sponsors, which can be a unit of government or a consortium of units of government (cities, counties) which have entered into a grant with the Department of Labor to provide comprehensive employment and training services.

A broad range of persons are eligible for participation in CETA-funded programs. They include:

Economically disadvantaged: An individual who is a member of a family receiving cash welfare payments or has a combined family income of less than the poverty standard relative to family size, as established by the Office of Management and Budget (OMB).

Unemployed: An individual who is without a job, is available for work, and wants to work.

Underemployed: An individual who is working part-time and seeking full-time work or working full time and receiving less than the poverty wage as established by OMB.

****

Title II

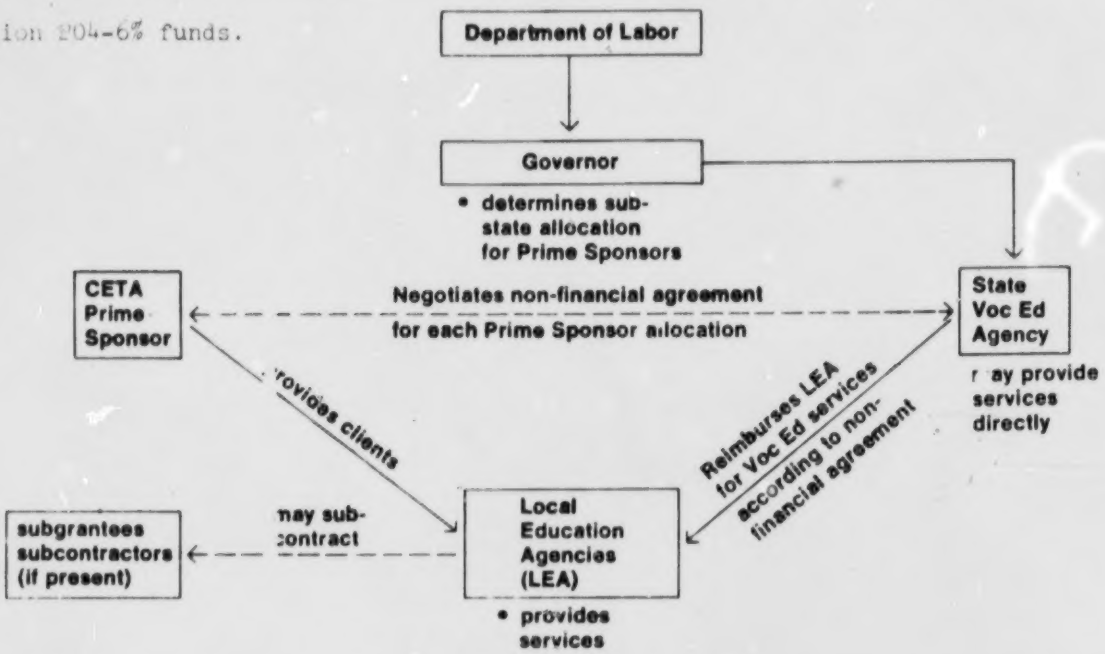
Title II, the primary manpower development title under CETA, is the only title in which the Texas Education Agency is directly involved. The emphasis in Title II is on the provision of training, manpower, or supportive services leading to employment not subsidized by the Act. Common classifications under Title II include classroom training, on-the-job training, public service employment, and work experience. Classroom training is provided in an institutional setting, on an individual or group referral basis, and may provide specific occupational skills or upgrade basic skills. Individuals receiving classroom training under CETA receive a basic training allowance (minimum wage) and may receive dependent allowances where appropriate. CETA classroom training may be provided for any occupational area for which there is a demand in the local labor market.

Under Section 204 of the CE 'A legislation, the governor of each state receives a special grant to provide vocational education services to prime sponsors within the state equal to six percent of Title II unds. During 1978, this amounts to $4,442,868 in Texas. These special grant monies ust be channeled through the Texas State Board for Vocational Education and are to be use for the provision of vocational education and services to each prime sponsor.

Each prime sponsor negotiat s a non-financial agreement with the State Board for Vocational Education, which spe ifies the kinds of services to be provided and the manner in which services will be p ovided. Section 204 monies are seen by many people as one way of accomplishing a majo objective of Congress in passing CETA--to avoid duplication and overlap of employment-r lated services. CETA prime sponsors have found it important to work with local vocation l education agencies as potential suppliers of services, particularly in the area of classroom training.

The following chart shows h w Section 204 funds are distributed.

Section 204-6% funds.


Department of Labor
Governor
• determines sub-state allocation for Prime Sponsors
CETA Prime Sponsor
Negotiates non-financial agreement for each Prime Sponsor allocation
State Voc Ed Agency
ay provide services directly
rovides clients
Reimburses LEA for Voc Ed services according to non-financial agreement
subgrantees subcontractors (if present)
may sub-contract
Local Education Agencies (LEA)
• provides services

For information pertaining to CETA contact the:
Texas Education Agency
Division of Adult Programs
201 East 11th Street
Austin, Texas 78701
Telephone: (512)47[illegible]

HUMAN RESOURCE PROGRAMS

STATE OF TEXAS

TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

210 Barton Springs Road
Austin, Texas
(512) 475-6170

Division	Programs/Services
Drug Abuse	Drug Abuse Treatment
	Drug Abuse Prevention and Counseling
	Drug Abuse Training
	Data Collection
	Drug Abuse Planning
Manpower	Comprehensive Employment and Training Act (CETA)
	CETA - State Services
	CETA - Title VI Emergency Jobs
	CETA - Title III Summer Youth
	CETA - Title II Temporary Employment
	CETA - Title I Jobs for Disadvantaged
Youth Services	Employment Assistance and Support for the Ex-Offender (EASE)
	Model Ex-Offender
	Youth Conservation Corps
	Technical Assistance
	Parole Aftercare Program
	Texas Prevention Demonstration Project
	Career Opportunity
	Teen-Age Parents
	Texas Commission on Services to Children and Youth
Personnel Management and Training	Aging and Aging Services Fair
Human Services Delivery	Aging, Aging Services Fair
	Planning, Coordination, Research
	Human Services Delivery System
Economic Opportunity	State Agency Assistance
	Food Stamp Outreach
	Summer Youth Recreation
	Job Opportunities
	Emergency Food and Medical Services
	Alcoholism Program Assistance
	Fifth Ward Project
	Military Highway System Project
	Project Help
	Statewide Survey of Transportation Providers

Division	Programs/Services
County and Rural Services	Concerted Services Training and Education (CSTE)
Early Childhood	Community Development Demonstrations Head Start Training and Technical Assistance Child Development Associate Training Public Education and Information Family and Child Statistical Services Parenting Demonstrations Child Development Careers General Administration

* * *

TEXAS COMMISSION ON ALCOHOLISM

809 Sam Houston Office Building
Austin, Texas 78701
(512) 475-2577

Division	Programs/Services
Alcoholism Prevention, Treatment, and Control	Community and Regional Programs Occupational Programs Administration and Support Treatment and Rehabilitation Education Information and Training

* * *

STATE COMMISSION FOR THE BLIND

800 City National Bank Building
Austin, Texas 78701
(512) 474-1901

Division	Programs/Services
Not available	Rehabilitation Center Services Technical and Consultative Services Administration and Support Cooperative Program Services General Client Services

* * *

COORDINATING BOARD

11th Floor, LBJ State Office Building
Austin, Texas 78711
(512) 475-4361

Division	Programs/Services
Community Services and Continuing Education	Texas Community Services and Continuing Education Community College Program for Elderly Texans

Division	Programs/Services
Environment	Municipal Solid Waste Management Domestic Water Supply Sanitary Registration Certification Branch
General Sanitation	Texas Pesticide Lab Migrant Labor Camp Inspection Institutional Sanitation Youth Camp Licensing Vector Control
Occupational Safety and Health	Occupational Safety, Consulting Occupational Safety, Statistical Industrial Hygiene and Nonionizing Radiation Radiation Control
Environmental Health	Wastewater Technology and Surveillance

* *

INDUSTRIAL ACCIDENT BOARD

10th Floor, LBJ State Office Building
Austin, Texas 78711
(512) 475-2251

Division	Programs/Services
Administration Act	Worker's Compensation Law

* *

TEXAS INDUSTRIAL COMMISSION

7th Floor, Sam Houston State Office Building
Austin, Texas 78701
(512) 475-4331

Division	Programs/Services
Not available	Texas First
CSTE	Concerted Services in Training and Education (CSTE)

* *

MENTAL HEALTH/MENTAL RETARDATION

909 West 45th
Austin, Texas 78711
(512) 454-3761

Division	Programs/Services
Drug Abuse Treatment	Drug Abuse and Addiction Vernon Center (For Drug Dependent Youth)
MH & MR	Geriatric

Division	Programs/Services
Emotionally Disturbed	Adolescents Children
Mental Illness	Maximum Security
Alcoholism Treatment and Rehabilitation	Alcoholism
MH & MR	Medical and Surgical
Mental Health	Psychiatric Vocational Evaluation and Training Occupational Therapy Community Services (Outreach)
Special Education	Special Education
Education	Adult Basic Education
Mental Retardation	Residential Vocational Evaluation and Training (MR) Occupational Therapy Community Services (Outreach) Genetics Screening and Counseling
Human Development Centers	24-Hour Residential Care Alternate Residential Care Vocational Evaluation and Training Special Education Out-Patient Clinics
MH, MR, ALC, and Drug Abuse	Texas Research Institute of Mental Sciences

* * *

DEPARTMENT OF PUBLIC WELFARE

John H. Reagan Building
15th and Congress
Austin, Texas 78701
(512) 475-3555

Division	Programs/Services
Not available	Food Stamp Program Cuban Refugee Program Self Support - Child Day Care American National Repatriation Vietnamese/Cambodian Refugee Program Aid to Families with Dependent Children (AFDC) Commodity Distribution Vocational Rehabilitation Program

TEXAS EDUCATION AGENCY

201 East 11th Street
Austin, Texas 78701
(512) 475-3042

Division	Programs/Services
Same as programs	Special Education
	Compensatory and Migrant
	Adult Programs
	Regional Education Services
	Desegregation Assistance
	General Education
	Planning and Evaluation
	Teacher Education and Certification
	School Lunch and Child Nutrition
	Public School Transportation
	Textbooks & Instructional Resources
	Bilingual Education
	Dissemination
	Proprietary Schools & Veterans Education
	Deaf-Blind (Special Schools)
	Vocational Education
	Driver Education

* *

TEXAS EMPLOYMENT COMMISSION

101 East 15th
Austin, Texas 78701
(512) 472-6251

Division	Programs/Services
Not available	Work Incentive Program
	CETA
	Job Corps
	Unemployment Insurance
	Food Stamps
	Employment Service

* *

TEXAS DEPARTMENT OF HEALTH RESOURCES

1100 West 49th
Austin, Texas 78756
(512) 458-7111

Division	Programs/Services
Facility Construction	Hill Burton Title VI - Technical and Financial Information Hill Burton Title XVI - Information and Referral
Nutrition	Nutrition Special Project

Division	Programs/Services
Maternal and Child Health	Crippled Children
	Cervical Cancer Screening
	Women, Infants and Children (WIC)
	Diagnostic and Evaluation Centers
	Maternal and Child Health
	Family Health Services Child Health
	Special Projects
	PKU Screening and Treatment
	Speech and Hearing
	Family Planning
Dental Health	Dental Health Education and Information
	State Dental Care Program
Not available	Local Health Departments
	Venereal Disease Program
	Immunization
	Epidemiology
	TB Control
	Chest Hospitals
	Medicare - Certification and Consultation
	Home Health Services
	Health Maintenance Organizations
	Hospital Licensing
Nursing and Convalescent Homes	Nursing Home Licensure
	Nursing Home Certification
	Disaster Health and Medical Services
	Medical Advisory Board for Drivers License
	Emergency Medical Services (EMS)
	Emergency Medical Services Systems
	EMS - Statewide Data System
	Accident Investigations
	Radiological Defense
Veterinary Public Health	Zoonosis Control
	Rendering Licensing Program
	Meat and Poultry Inspection
Bureau of Vital Statistics	Vital Records
	Statistical Services
Regulatory	Bedding Sanitation
	Hazardous Products
	Food Quality Control
	Synthetic Narcotic and Dangerous Drug
	Milk and Dairy Products
Shellfish Sanitation Control	Shellfish Sanitation Control

Division	Programs/Services
Child Support Collection Program	Title IV-D (Child Support Enforcement)
	Self Support - Work Incentive Program
Medical Programs	Supplemental Medical Insurance Benefit
	Self Support - Aged, Blind, Disabled
	Family Planning
	Alternate Care - Aged, Blind, Disabled
	Services for Abused and Neglected Children
Medical Programs	Eyeglasses
	Hearing Aid Program
	Medical Transportation
	Purchased Health Services
	Nursing Home Program
	Vendor Drug Program
	Adult Denture Program
	Institutional Medical Care for Medicaid Recipients
	Institutions
	Early Periodic Screening Diagnosis & Training
	Individual and Family Grant Program
	Self Support - AFDC Family Services
	Child Care Placing Licensing
	Hope Center for Youth
	Family Code Administration

* *

TEXAS REHABILITATION COMMISSION
7745 Chevy Chase Building No. 5
Austin, Texas 78752
(512) 452-8192

Division	Programs/Services
Texas Rehabilitation Commission	Mental Retardation
	Welfare Program
	Juvenile Corrections
	Adult Corrections
	Alcoholism
	Drug
	Mental Health
	Disability Adjudication
	Homebound Program
	Southern Pacific Transportation Company
	Migrant
	Industrial Accident Board
	Workmen's Compensation, Longshore & Harbor Worker's Act
	State Services (CETA)
	Southeast Texas (CETA)
	Balance of State (CETA)

Division	Programs/Services
Not available	Insurance Program Supplemental Security Income College/University Program
Employment Resources Section	New Careers, Employment of Handicapped Severely Disabled Program Regular Program Epilepsy Program Hearing Impaired Program Social Security Trust Fund

* * *

TEXAS WATER QUALITY BOARD

Stephen F. Austin Building
Austin, Texas 78701
(512) 475-5907

Division	Programs/Services
Not available	Education and Training

* * *

COMMISSION FOR THE DEAF

3724 Jefferson
Austin, Texas 78703
(512) 475-2492

Division	Programs/Services
Not available	Interpreter Services Part-Time Counselor

* * *

TEXAS DEPARTMENT OF CORRECTIONS

P. O. Box 40
Huntsville, Texas 77340
(713) 295-6371

Division	Programs/Services
Not available	College Program Windham Vocational Program Recreational Programs Windham School District Community Services Program Planning Services Medical and Psychological Services

BUDGET AND PLANNING OFFICE

Executive Office Building
Austin, Texas 78701
(512) 475-2427

Division	Programs/Services
Employment and Training	Migrant Population Survey
	Work Study Program
	Supplemental Vocational Education Assistance
	On-Campus Skill Training Program

* *

TEXAS YOUTH COUNCIL

8900 Shoal Creek Boulevard
Austin, Texas 78766
(512) 475-5801

Division	Programs/Services
Not available	Community Services (Includes Parole)
	Adjudicated Delinquents
	Dependent and Neglected Children
	Children in Need of Supervision

General Organization

Councils of governments, or regional councils, are associations of local governments organized and governed by elected local officials to promote areawide cooperation, coordination, and planning. Elected local officials maintain regional councils in large measure to take advantage of national laws requiring or encouraging the preparation of substate regional plans for a variety of national programs. Membership in a regional council is optional and is open to most Texas local governments.

Regional councils in Texas receive the major portion of their funds from federal sources; state and member local governments provide the rest.

Responsibilities and Programs

Texas regional councils are multipurpose planning agencies that serve multicounty state planning regions. The officially designated state planning regions form a consistent base for various state and federal planning and development programs delegated to regional councils. Within a state planning region, a regional council may be responsible for comprehensive planning; planning for manpower programs; criminal justice planning and action programs; economic development planning; health planning and development; human resources planning for aging, alcoholism, early childhood development, and drug abuse programs; land resource management planning; transportation planning; environmental quality planning; and rural development planning.

In addition, regional councils provide a variety of services to member local governments. These services are usually classified under the headings of technical assistance, service, or training. Regional councils have assisted member local governments to administer a wide range of both short term and continuing projects that have brought specialized assistance to both area governments and citizens.

Regional councils also manage a federal coordinative review and comment system. Under federal policy, regional councils examine local government grant applications in over 150 different grant programs to determine whether the proposed local project is consistent with regional plans or policies.

Charts and Map: Pages V-3 through V-8.

Legal Authorization

TEX. REV. CIV. STAT. ANN. art. 1011m.

Additional Reference Sources on Texas Regional Councils of Governments

The Governor's Budget and Planning Office has oversight responsibility for regional councils as part of its responsibility for the state's regional planning assistance grant program. It publishes *Regional Councils in Texas* which provides information regarding each regional council including selected regional council officials and staff, governmental members, current projects, and council finances. The publication and other general information regarding regional councils may be obtained from:

Governor's Budget and Planning Office
411 West 13th Street
Austin, Texas 78701

Regional Councils of Governments in Texas, Texas Advisory Commission on Intergovernmental Relations, Austin, 197[illegible], is a detailed report on the development, organization, and financing of regional councils in Texas ($2.00).

eff: 5/77

NATIONAL PERSPECTIVE ON COMMUNITY EDUCATION

Community education has experienced a rapid growth in recent years. As more and more school districts become aware of the concept, there is an increased focus on initiating developmental efforts. As it stands now, there are over 900 school districts implementing Community Education Projects, represented in all 50 states. In addition to Texas, there are nine states which currently provide some funding support for the development of community education in local districts. Other significant facts include:

1. Over 35 state departments of education have added a person on their staff to coordinate and facilitate statewide development of community education.

2. Over 60 training centers, located in universities and colleges, have been established to provide for the training of professional community educators.

As part of the recognized need to assist local districts in implementing community education, the Federal Community Schools Act was funded in 1975. This Act provides assistance to local school districts, higher education training centers, and state departments of education. While the funds allotted to this point are not large, this legislation has resulted in significant national attention to become focused on community education.

Three primary agencies exist at the national level to provide community education services.

U.S. Office of Education - Community Education Section
Established as a result of the Community Schools Act, this Agency has primary responsibility for administering this grant process. In addition, this section has generated several technical reports on various phases of community education and works closely with the National Advisory Council on Community Education in establishing funding guidelines. Information and funding applications can be obtained by writing or calling:

U.S. Office of Education
Community Education Program
Seventh & D Streets, S.W. - Room 5622
Washington, D.C. 20202
(202) 245-0691

National Community Education Association
The national center, located in Washington, D.C., is the professional association for community educators. The NCEA offers several publications to the membership, coordinates legislative activities, and sponsors meetings and training sessions. The association is headed by a full-time executive secretary who is responsible to an elected board of directors. Information can be obtained by writing:

National Community Education Association
1030 15th, N.W., Suite 536
Washington, D.C. 20005

C. S. Mott Foundation

The Mott Foundation has long been a primary benefactor in the development of community education. With its initial support (since 1935) of the Flint, Michigan, community schools, efforts have extended to support of training centers in institutions of higher education and to innovative community projects across the country. In recent years, the Foundation has developed a multi-media training package for national distribution. Centered around five topics primary to community education, this media package is a modern supplement to their very popular film made in the 1960s - "To Touch a Child." Information can be obtained by writing:

Mott Foundation
510 Mott Foundation Building
Flint, Michigan 48502

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In addition to these primary resources, the following agencies provide many very valuable services in terms of the national perspective of community education.

Community Education Clearinghouse

A U.S. Office of Education supported clearinghouse has been established to provide information referral, dissemination, development, and convening functions for community education. For current plans and service write:

Community Education Clearinghouse Project
Informatics, Inc.
6000 Executive Building
Rockville, Maryland 20852
(800) 638-6698; In Maryland: (301) 770-3000

National Center for Community Education

The National Center for Community Education sponsors a series of short-term workshops in community education which are held in Flint, Michigan. For information write:

National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
(313) 238-0463

PROGRAMMING
FOR
YOUTH
ADULTS
OLDER ADULTS

AFTER SCHOOL
CHILD CARE PROGRAM

For a number of years, various community groups have voiced concern over the lack of dependable after school care for children of working parents. Such care has been largely non-existent or too expensive to be used practically. As a result, many small children have been going, unsupervised, to empty homes after school, they have been left in the inadequate care of their older siblings or they have become victims to many of society's negative influences. These same children might have been given an opportunity for positive and creative after-school activities under caring adult supervision.

During the school year 1974-75, a pilot after school care program was conducted at Stephen F. Austin Elementary School. This pilot was made available by an unique example of intergovernmental cooperation. The Dallas Independent School District, the Parks and Recreation Department, along with Common Concern, a community service and research organization funded by the United States Department of Health, Education, and Welfare were co-sponsors. The results of this program were gratifying and seen, by the sponsoring agencies, as being one way to remedy the need for child care during the late afternoon hours each school day.

The program has been expanded and similar programs are currently in operation at David Crockett School, Julia C. Frazier School, and Maynard H. Jackson School. Approximately 200 children are cared for each school day from 2:00 p.m. until 6:00 p.m.

Replication at other elementary schools will be made when need for a similar program is shown to exist. This handbook has been compiled and pinted to facilitate expansion of the after school child care program.

PROGRAM OBJECTIVES

The following objectives are considered basic to the success of an after school child are program:

- To provide a comfortable, safe, and caring atmosphere for elementary school students until they can return home to adult supervision.
- To provide activities that are constructive, creative, and entertaining under trained supervision.

For more information contact:

Mr. Nathaniel Williams
Community Education Coordinator
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204
Telephone: (214) 421-1051

Community Education K-12 Enrichment and Supportive Program

presents

CATS

Campaign to Accelerate Target Skills

Think about college and reading at 55 m.p.h.? How about moving up to 90 m.p.h.?

CATS (Campaign to Accelerate Target Skills) is a course that will aide the average to above average student to improve their study skills, comprehension skills, and vocabulary skills. The class will deal with some "plain secrets of success!" New innovative materials will be available for individualized reading improvement.

Join us for a fantastic story hour and bring your reading to life!

DATE: September 14, 1977

TO: Parents of 1st, 2nd, and 3rd graders

FROM: Lurinda Barton, Assistant Director of Community Education,
K-12 Enrichment and Supportive Program

SUBJECT: Registration for Fun Story Hour

A story hour is being offered to students with the desire that the child's reading abilities will be enriched by his involvement in a variety of exciting experiences including story telling, role playing, puppetry, and the creative arts.

We hope to encourage your child's interest in reading so that he will be self-motivated to read more independently! The main requisite to enrollment is the desire of the child.

The story hour will begin Wednesday, September 21, 1977 and continue until Wednesday, November 9, 1977. It will be held at Pierce School in the Library. Note that this is a change in place from the last bulletin. The story hour will be held from 3:30-4:30 p.m. Mollie Gaeckler will enchant your child with the wonderful world of reading.

Make Studying Easier!

Make Your Goals More Attainable!

Community Education K-12 Supportive and Enrichment Program

presents

STUDY

SKILLS

LAB

Taking notes is easier if you know how!

Do you use the library effectively?

Do you actively know how to study?

o you know how to structure your time?

What does motivation have to do with school?

Uh! What is listening?

Do you know how to prepare for exams?

Do you ever have enough time?

WHEN?	Classes begin January 17, 1977 and continue through April 4, 1977.
WHAT TIME?	6 P.M. - 8 P.M. Each Monday 1st hour - Experiential learning 2nd hour - Individual supervision based on student needs
WHERE?	Bay City High School, Room 512 When you enter the building, please enter through the east door; that is the door facing Memorial Stadium.
ENROLLMENT?	Enrollment will be limited to the first twelve students that register. Two alternate names will be accepted.
REGISTRATION?	Tear off the bottom form and return it to Mrs. Brown in Room 512 NO LATER THAN JANUARY 12, 1977. For further information - contact Pat Knebel at 245-5766.
COST?	It's FREE! Tuition will be provided through a Community Education Title IV-C Grant.
INSTRUCTOR?	Pat Matthes received his master's degree from the Graduate School of Social Work at the University of Houston and has a background in counseling and psychology. He will help you to help yourself. He will give you the key to unlock your own hidden self-motivation and show you easy skills to note taking, improving your memory, and how to budget your time.

How to Develop an ABE Program

Adult Basic Education (ABE) programs were authorized and funded by Congress in 1964 under Title II-B of the Economic Opportunity Act (EOA). In 1966, ABE programs were transferred from EOA to Title III of the Amendments to the Elementary and Secondary Education Act (ESEA). Today, they continue with secondary education programs included, as a part of ESEA under Title VI, Part A, of the Education Amendments of 1974, or Public Law 93-380, as amended.

The purpose of ABE in 1964 was to initiate public school sponsored programs of instruction for individuals who had attained age eighteen and whose inability to read and write the English language constituted impairment to their gaining employment. This still primarily is the purpose of ABE, although the age has dropped to "16 and over" and GED preparation classes are now included. Reading and literacy education classes, however, receive the highest priority.

All the fifty states plus American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands have ABE programs.

To start a class, a public school should contact the Texas Education Agency, c/o the Division of Adult and Continuing Education, 201 East 11th Street, Austin, Texas 78701, Telephone: (512) 475-3891. The Texas Education Agency (TEA) has guidelines which it will provide to interested parties that set forth the procedures to be used by the local school in starting and conducting ABE classes.

Local school district personnel wishing to start a new program should study the Guidelines carefully, discuss them thoroughly with TEA officials, and follow them closely in drafting a proposal to TEA for a new adult education program.

Before drafting a proposal, the local school personnel should follow the Guidelines carefully in developing a needs assessment, a resource inventory, the setting of program priorities, the allocation of resources, and the establishment of evaluation procedures. Included in the Operating Guide are suggestions for establishing a Co-op Coordinating Committee and Local Advisory Committees within the prime sponsor's jurisdiction, and these should be addressed in the proposal.

How to Establish A GED Program

Purpose

The General Educational Development (GED) Program provides a means for determining the educational level of adults who have not completed a formal high school education. A certificate of high school equivalency, not a high school diploma, may be issued to adults who successfully complete the GED examination, verifying that the holder has demonstrated a level of competence on the examination which is equivalent to that of a high school senior. The certificate may be used for job qualification, for admittance to occupational training and college, and for personal reasons.

Test Description

The test has five parts: Correctness and Effectiveness of Expression, Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literary Materials, and General Mathematics Ability. The test questions are multiple choice. There is no time limitation but most examinees take approximately eight hours to complete the test battery.

Eligibility for Testing

The applicant must:

- be a resident of Texas or a member of the armed forces stationed in Texas;
- be at least 17 years of age and officially withdrawn from school for one calendar year (If a 17 year old enters the military service, this requirement is waivered with parental consent but the certificate of high school equivalency will not be issued until one year from the withdrawl date); or
- be at least 18 years and officially withdrawn from school.

Insurance of Certificate of High School Equivalency

To receive a certificate of high school equivalency, the examinee must:

- complete the examination with a minimum standard score of 40 on each part of the test or an average standard score of 45;
- if 17 or 18 years old, be officially withdrawn from school for one calendar year (Although 18 year olds may take the examination upon withdrawing from school, the certificate may not be issued until they have been out of school for one year); and
- request the testing center to report the test scores to the Texas Education Agency.

Cost

Fees for test administration are established by each testing center and range from $5 to $15. There is no charge for issuance of the Certificate of High School Equivalency.

Tips on Establishing the Programs

I. Survey your community to find out if there is a need for these programs. Also check student personnel files for former students who have dropped out.

II. Work closely with your State Department representative in planning and requesting approval of these programs. Get to know these people. They are there to help you make your program successful.

III. Visit other diploma and GED programs now in operation to find out what problems they have encountered and how they have solved them.

IV. Develop an extensive campaign of recruitment and promotion which could include:

  A. Developing a brochure to be distributed to industries, social and civic organizations, churches, other educational programs, local businesses, state welfare and manpower services.

V. Make personal visits to various community organizations, industries and programs which might have use for your program.

VI. Decide what location and facilities you want to use for your program.

  A. Will you use a school facility?

    1. Is it convenient for your student to locate?
    2. Are the interior facilities designed for your type of program?

  B. Have you considered a satellite program? (Satellites in factories, industrial complexes, apartment complexes, churches.)

VII. Recruitment of instructors is an essential part of ensuring that your programs will function successfully.

SAMPLE LETTER

Date

Inside Address

Greetings:

This letter is being sent to inform you that one of your employees, ___(name)___, is presently enrolled in the Adult Basic Education Program of the ___(name)___ Public School System.

This educational program is designed to raise the educational level of any person 16 years of age, or older, who is educationally deficient in reading, writing, arithmetic, the speaking of English, citizenship, health practices, and normal adult responsibilities; and as a consequence, equip our students to perform more efficiently as employees and citizens.

I am sure that as an employer, you will want to encourage this person's continued participation in the Adult Basic Education Program. A word of encouragement from you will be sincerely appreciated.

Your cooperation is solicited. If we can be of service to you, please call us at ___(number)___.

Sincerely,

__________________, Director
Community Education

SAMPLE LETTER

Date

Inside Address

Dear ___(name)___:

The ___(Name of LEA)___ was extremely pleased to receive word that you have successfully completed the GED preparation course and passed the GED test.

We would like to congratulate you on your accomplishments and hope that ___(Name of LEA)___ has helped in some small way, knowing that it was your efforts that made this possible. We are continually striving to meet the educational needs of everyone in our community regardless of age, and we are hopeful that you will tell others about the programs that the ___(Name of LEA)___ has to offer.

Sincerely,

___(name)___
Superintendent

Tested Teaching Techniques for Adults

1. Find out what each learner's interests are in your subject.
2. Involve the learner in setting individual learning goals (objectives).
3. Make sure that the group learning objectives are clear to each adult student.
4. Arrange for everyone to get to know each other.
5. Create a climate where everyone is a learner, and everyone is a teacher.
6. Reward behavior that is functional to the learning process; discourage behavior that is dysfunctional to the learning process.
7. Respect the worth and dignity of each individual.
8. Get to know your students as individuals--how each differs from the other.
9. Encourage students to ask questions when they do not understand.
10. Find ways to take advantage of the experiences of class members.
11. Know your subject matter.
12. Answer questions in terms of the learner's experiences.
13. Help each learner evaluate his or her progress.
14. Use a variety of teaching methods and strategies.
15. You must like people.
16. Treat your students as adults; obtain their respect because of your expertise rather than because of your position or degrees.
17. Do not waste people's time. (Start meetings/programs on time; end on time.)
18. Use materials that use adult subject matter; select learning experiences that are appropriate for adults.
19. Be alert to adults that have difficulties in hearing or seeing.
20. Use humor that will not offend any individual in the group.
21. Meet the social needs of your group (use of the coffee pot before and/or during class period; have a break if class period is long; invite students to bring cookies or refreshments if appropriate; schedule a group activity, etc.)

OLDER ADULTS AND THE COMMUNITY SCHOOL

WAYS IN WHICH SCHOOLS CAN FUNCTION AS FACILITATORS FOR AGENCIES AND SERVICES.

The following may be effectively implemented by community school personnel through cooperative efforts involving other agencies and organizations.

1. Create a crisis center
2. Set up meetings between agency personnel and older adults
3. Use church activities and religious services
4. Develop community services list for older adults
5. Take community school courses to nursing homes
6. Appoint an older adult as full-time director of community school/older adult activities
7. Have meeting of all agencies to compare services and make summaries for older adults
8. Help provide transportation to agencies and services
9. Provide income tax assistance
10. Provide counseling
11. Cooperative extension services
12. Provide a clearinghouse for pamphlets and other materials
13. Young students and adults visit senior citizens homes
14. Decorate nursing homes for birthdays and times other than holidays
15. Conduct a survey to see where older adults are located and what their interests are
16. Provide library on wheels
17. Hold scout meetings in nursing homes
18. Use school groups to entertain
19. Children raise money and decorate nursing homes
20. Take kindergarten children to nursing homes occasionally
21. Have a particular class adopt an older adult
22. Have students do beauty aid work
23. Use students with industrial-vocational skills to help older adults maintain their homes

WAYS IN WHICH SCHOOLS CAN HELP OLDER ADULTS PREPARE FOR RETIREMENT

1. Compilation and utilization of experiences of other retired citizens
2. Coordinated printed retirement information
3. Create awareness of continued work experiences, part-time jobs
4. Follow-up on older adults who may not have been in any community school programs
5. Provide agency and community services information
6. Help establish cooperative exchange of services that older adults can provide for each other
7. Provide vacation information service
8. Seek free or discounted personal care services, products

9. Provide survey of local recreational facilities
10. Work with local industry on retirement process
11. Produce older adult guidebook on: saving money, vacations, etc.
12. Create a class or meetings where older adults explore writing to form political influence group
13. Offer classes and programs on subject of psychological change implications of retirement
14. Create a single club for older adults
15. Offer hobby-oriented teaching
16. Provide information on utilization of multiple housing
17. Help establish older adult clinic
18. Prepare wife for having husband around home all day and vice versa
19. Establish forums on various aspects of death
20. Offer training in management of financial resources
21. Offer training in food preparation
22. Provide materials and training in "Fashions for Older Adults"
23. Provide information on maintaining good health
24. Get schools (including universities) to waive entrance requirement or standards
25. Find ways to take the school and school activities into the houses of older adults
26. Teach the legal aspects of retirement; use community lawyers
27. Have courses about social security, other retirement programs
28. Prepare list of people with special skills who might act as consultants
29. Educate youth to think long-range, in terms of future retirement
30. Create social interactions with all age groups
31. Create interests in "lifetime" sports
32. Provide assistance in understanding attitudes and behavior of young people

WAYS IN WHICH SCHOOLS CAN ASSIST OLDER ADULTS IN SOCIAL AND RECREATIONAL ACTIVITIES.

1. Organize older adults talent show
2. Run telephone reassurance program
3. Operate social and recreational information center
4. Organize parent sitter services
5. Disseminate money-raising ideas for funding older adult activities
6. Secure use of community buildings (church, etc.) in addition to school buildings
7. Compile scrapbooks
8. Have classes for older adults only
9. Organize day camps for older adults
10. Plan older adult trips
11. Organize neighborhood older adult groups to plan activities
12. Establish annual leadership clinic for older adults

13. Hold card parties
14. Devise special older adult rules for regular sports
15. Secure special rates for older adults use of golf courses, etc.
16. Produce and distribute special news bulletins
17. Provide older adults passes to school activities
18. Provide use of school facilities
19. Provide hot lunch "meal on wheels" program
20. Offer course on great books
21. Help older adults with personal correspondence
22. Get older adults involved in drama
23. Have older adults operate concessions at games
24. Promote regular radio program
25. Help with transportation for trips
26. Provide more enrichment offerings
27. Increase number of student programs for older adult audiences in school or community
28. Promote home visits by older adults to other older adults
29. Create a mobile library
30. Provide an inventory of opportunities and equipment in schools that older adults might use
31. Promote interaction between older adults and youth
32. Provide reading service to people who need it
33. Get older adults involved in planning for community and school recreation programs
34. Compile great recipes
35. Promote more open houses by schools and departments within schools

WAYS IN WHICH SCHOOLS CAN ASSIST OLDER ADULTS TO FUNCTION AS COMMUNITY RESOURCES.

1. Establish an older adults social agency advisory board
2. Involve older adults in Scouting (merit badge counselors, etc.)
3. Assist them to be "parent sitters," chauffeurs, etc.
4. Participate in city planning and commissions
5. Use them as recruiters and aides in adult education, high school completion, etc.
6. Have them establish welcome-wagon services in communities
7. Have them conduct community needs surveys
8. Employ them as volunteers in hospitals and nursing homes
9. Have them on community education advisory councils
10. Facilitate retired skilled tradesmen aid to other older adults
11. Arrange for older adults to do handicraft work with hospital patients
12. Have them run "Dial-a-friend" service, telephone the homebound
13. Use them as sources of transportation when possible
14. Have them as nucleus of garden clubs
15. Use as grocery shoppers for the homebound

16. Involve as 4-H leaders
17. Involve in day-care work
18. Become proposal researchers and writers
19. Involve as part-time teachers, teacher aides
20. Involve as counselors in crisis centers
21. Use them in collecting material, writing school newsletter
22. Have them compile a community resource list for the school system
23. Have them compile a history of the community and keep it current each year
24. Have as school or community museum directors
25. Have them share travel experiences with students
26. Involve some as foster grandparents
27. Have them educate students about forgotten trades
28. Employ them as interpreters and advocates of bond elections
29. Prepare mittens for school children, etc.
30. Use as readers to children and as tutors
31. Involve in library programs
32. Use as teachers of child care skills
33. Use as sources of background information in area projects, activities
34. Use a school crossing guards
35. Employ as ticket takers
36. Involve in administering of community attitudes survey
37. Have students learn home skills in houses of older adults
38. Have them share the history they have experienced with students

How to Develop An Older Adult Program

1. Use census information to determine potential size of group
2. Get input from older adults on their wants and needs
3. Call a planning meeting of local persons who might be involved in program or funding such as mayor and council member, county commissioner, welfare, county nurse of health department, dietitian, transportation, etc.
4. Visit other centers
5. Contact your state aging council
6. Line up local funding for program
7. Hire a staff as early as possible - before program officially opens
8. Use older adult volunteers as activity or program leaders and for hired personnel as much as possible
9. Develop programs to appeal to all age groups and income groups
10. A variety of courses appear to be appealing to older adults
11. Develop center and program on a county-wide basis if in a non-metropolitan area
12. Use satellite centers where necessary
13. Tie program in with Title VII, nutrition program wherever possible
14. Transportation is essential
15. Do not exclude anyone because of inability to pay
16. Slides will be available to demonstrate a model center and the potential of such a program
17. Day activities are much preferred over night activities

From Comal County ISD

SENIOR CITIZENS SURVEY
Pre-Retirement
Post-Retirement

Activities and Continuing Education Programs to be offered in the Center.

You may already be aware of, or involved in, the Senior Citizens Center programs and activities. To enable us to better serve your needs and wants, please complete this form and return to the Center. For most courses there will be no charge.

Please check the most convenient times of the day for you to attend activities or courses.

_____ Mid-morning--9:30 a.m. or 10:00 a.m.
_____ Afternoon--2:00 p.m.
_____ Early evening--6:00 p.m. or 6:30 p.m.
_____ Other time: _________

Please check courses or activities you would be interested in taking:

Educational Courses and Personal Improvement

_____ English speaking
_____ English writing
_____ Spanish speaking
_____ Spanish writing
_____ Everyday Math
_____ High School Completion
_____ Metric System
_____ Human Relations
_____ Income Tax Preparation
_____ History, including local
_____ Setting up home business
_____ Science
_____ Astronomy
_____ Book discussion
_____ Religions comparative
_____ Other _____________

Physical Health and Personal Care

_____ Exercise, Men & Women
_____ Home and street safety
_____ Self protection, Men and Women
_____ Other: _______________
_____ Nail, hair, & wig care
_____ Cooking for one
_____ Good Nutrition
_____ When to call the Dr.
_____ Home Health care
_____ Monthly health check

Recreational and Social

_____ Table games (chess, bridge, "42", skat, dominoes, checkers)
_____ Dancing--German, Square, Ballroom
_____ Community Band
_____ Shuffleboard
_____ Swimming
_____ Horseshoes
_____ Trips & outings--where: ____________________
_____ Travelogue
_____ Films
_____ Camping
_____ Hunting
_____ Fishing
_____ Gardening
_____ Motion picture classics
_____ Amateur Acting
_____ Golf
_____ Croquet
_____ Picnics
_____ Group singing
_____ Other: ___________

Home Care and Maintenance

_____ How to make minor home repairs
_____ Auto care and minor repairs
_____ Furniture refinishing
_____ Other: ________________________
_____ Small appliance repair
_____ Antiques
_____ Upholstery

From Comal County ISD

Arts, Crafts, and Hobbies

_____ China Painting
_____ Pen and ink drawing
_____ Handbuilt pottery
_____ Plastic craft

_____ Candlemaking
_____ Metal work
_____ Leather craft
_____ Woodcarving

_____ Macrame
_____ Ceramics
_____ Other _____________

Handwork

_____ Crocheting
_____ Hairpin lace

_____ Quilting
_____ Knitting

_____ Needlepoint
_____ Sewing classes
_____ Other _____________

Personal and Financial Management

_____ Understanding Social Security and Medicare
_____ How to deal with and manage on a fixed budget
_____ When to consult a lawyer
_____ Wills and Probate
_____ Investments
_____ Other _____________

How many weeks would you like a course to run? Circle one. 1 2 3 4 5 6 7 8 9

How many times per week would you like a course to meet? Circle one. 1 2 3 4

The Senior Citizen Center belongs to all of us. For the Center to operate smoothly, we would like your suggestions and involvement. Please check in which area you could help:

_____ Answer phone
_____ Share skills with others

_____ Serve on a committee to help plan courses and activities to be held at the Center. The Committee would meet every two months or so.

_____ Volunteer work for one of the local school districts or social agencies.

If you check any of the above, please give us your name and phone number:

Name _______________________________ Phone _____________________

Do you belong to any Senior Citizen organization? Yes _____ No _____

Would you like to belong to one? Yes _____ No _____

Would you be interested in participating in a Health Fair in the New Braunfels area?
Yes _____ No _____ Would you be willing to help? Yes _____ No _____

We would like your help in improving the Senior Citizen Center. Please rate the Center. Please circle the number you feel applies to the Center. 1--poor; 2--fair; 3--good; 4--very good; 5--excellent.

Activities held at the Center:					
Senior Citizen organizations that meet at the Center:	1	2	3	4	5
Times the Center is open:	1	2	3	4	5
Transportation:	1	2	3	4	5
Refreshment:	1	2	3	4	5
Crafts:	1	2	3	4	5
Other--list	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5

What changes would you make in the Center: ______________________________

Thank you for completing this questionnaire.

CALDWELL COUNTY OLDER AMERICAN PROJECT NARRATIVE

Project Description

The Lockhart Independent School District is requesting fifth year funding for the continuation of the Caldwell County Older Americans Project. This request covers only a period of five months (10/78 - 2/79) at the request of CAPCO in order to place the project year in line with CAPCO's fiscal year. The project is located in the Community Education Building of the Lockhart ISD. This facility has been completely renovated through an AOA Title V grant, local assistance from Lockhart ISD and the Building Trades and Construction Trades classes of Lockhart High School. Services offered at the center include recreation, arts and crafts, transportation, once-a-week nutrition, continuing education, field trips, and health screening.

The County of Caldwell recently received a 15 passenger van through Title III for elderly transportation. The Lockhart ISD is operating this van along with an UMTA 16(b)2 vehicle in service to Lockhart's senior citizens.

Program Objectives

1) To maintain a transportation system to serve approximately 300 older persons. Transportation into Austin for medical purposes will continue on a regular basis.

2) To provide recreation, arts and crafts, and other free time activities for approximately 100 older persons.

3) To provide a nutritious noon meal once a week for about 20 older persons on a "donations accepted" basis.

4) To serve approximately 50 older persons in a variety of adult and continuing education classes.

5) To continue working with the Rural Health Screening Program to provide health screening services twice a month to approximately 40 older persons.

6) To work for increased cooperation between the older Americans Project and the Title II Nutrition Project. Specifically, the Lockhart ISD will provide as much transportation assistance as possible to Title VII clients.

7) To conduct outreach and education efforts in order to bring the percentage of minority older persons served by the project at least up to the level of the percentage of minorities in the general older population in the Lockhart area.

8) To support and cooperate with the I&R services of the Caldwell County Volunteer Action Center.

Other Information

Any person in Caldwell County aged 60 and over will be eligible for the project services without regard to financial status, ethnic origin or religious affiliation. The Lockhart ISD will continue to cooperate with CAPCO in regular monitoring visits and program reports.

VAN FOR THE ELDERLY AND HANDICAPPED

For the past two months the Lockhart Community Education Center and the Lockhart Independent School District have operated a van for the transportation of the elderly and handicapped people of Caldwell County. The van and the program have been successful, but we wish to reach out and inform more people about the services of the van.

The van will travel to any part of Caldwell County. It will carry passengers to San Marcos, to Luling, and on Fridays to Austin. On Fridays the van will leave for Austin, by 8:30, and must be back in Lockhart by 4:00. Please call and reserve a seat on the van at least two days in advance. The van will carry ten adults. The van will take you to the doctor, the grocery store, downtown to pay your bills or to shop, to the Senior Citizen's Center, to Lockhart High School on Wednesdays for the Senior Citizen's noonday meal, to visit a friend, and to almost any other place you might need to go.

On Wednesdays a meal is served at Lockhart High School for the Senior Citizens. The cost of this meal is $1.25. If you would like more information on this meal, please call us at 398-2232.

Operating hours for the van are Monday through Friday, 8 a.m. to 4 p.m. The riding costs of the van are:

25¢	Round trip in Lockhart, one stop
35¢	Round trip in Lockhart, several stops
50¢	Round trip from the small communities around Lockhart, one stop (Dale, Lytton Springs, Maxwell, Martindale)
$2.00	Round trip to Luling or San Marcos, one stop
$3.00	Round trip to Austin, one stop

These fares are on a voluntary basis for the present, and are subject to change. The cost for the trips in Lockhart are per person, but the trips to Luling, San Marcos, and Austin are charged per trip. This means that if four people go to San Marcos at the same time, each would pay 50¢ for the trip, for a total of $2.00.

To find out more about the van and its services call the Lockhart Community Education Center, 398-2232. Remember this van is here for the elderly (60 and over) and the handicapped to use, so please call us if we can help make your day any easier.

Carl R. Ohlendorf
Community Education Coordinator

SOCIAL MEAL PROGRAM FOR SENIOR CITIZENS

Starting Date:	Fall 1975
Grant:	Older Americans Act, 1975 Self-Sustaining, 1976-77
Cooperating Agencies:	Lockhart Independent School District Lockhart Senior Citizens Club Lockhart Community Education

For the past three years the Lockhart Senior Citizen Club, Community Education, and the Vocational Education Department of the Lockhart Independent School District have cooperated to organize a Social Meal Program for Senior Citizens. Held every Wednesday from 11:45 to 12:45 at the Lockhart Homemaking Lab, this service provides a hot inexpensive meal and a social gathering time for the members of the club.

The meal is prepared by homemaking students, giving them training and providing the Senior Citizens with a delicious "home cooked" lunch.

An average of 26 members per day attended the meals last year, with most of these people going to the center in the afternoon. This year we are averaging 30 people per day, who also attend the center for recreational activity.

As with most programs of this type, we do not have a 100% collection rate. The unpaid balance is paid by the United Fund, which has donated $500 for Senior Citizen services the past two years.

The members of the Community Education Advisory Council, school officials, and other individuals are invited to attend these meals throughout the year.

VINTAGE APARTMENTS

In 1976, the Caldwell County Senior Citizens Center, Inc., began planning for an apartment complex for senior citizens. After two years of work, the Vintage Apartments were opened in March 1978.

This 16-unit complex was built through a loan provided by the Farmers Home Administration. Construction was completed the last week of February, and 100% occupancy was achieved the second week of March.

Even though the rent is the lowest of any apartment in Lockhart, it still is not as low as was originally hoped. The 19 residents of the Vintage Apartments have found they have their own little community. Each person has 15 close neighbors who are ready to help in any way they can.

SPECIAL ACTIVITIES

Artist In Residence Program

The Texas Commission on the Arts and Humanities and Lockhart ESAA are sponsoring Richard Hernandez, Artist, in an Artist-In-Residence Program. He is working with the Lockhart Independent School District and in Community Education.

Hernandez is a multi-media artist and is doing sculpture, pottery, and two dimensional work. He is working two hours each day at the Community Education Center. These sessions are open to the community.

Daily Noon Meal

Title VII Nutrition Program for elderly at the Lockhart Nutrition Center at 104 Church Street. Meal daily, Monday-Friday at 12 noon.

Green Thumb, Inc.

Senior Community Service Employment Program for low income rural people, sponsored by the National Farmers Union and the United States Department of Labor.

Tours of Texas Historical Sites

A part of the Lockhart Senior Citizens Program is bus tours of Texas historical sites. Tours are scheduled as planned by the Board of Directors of the Caldwell County Senior Citizens, Inc.

AREA AGENCIES ON AGING

July, 1977

Alamo Area Council of Governments
Area Agency on Aging
Project Director: Frank Adamo
Three Americas Building, Suite 400
San Antonio, Texas 78205
512/225-5201

Ark-Tex Council of Governments
Area Agency on Aging
Project Director: Beverly Cherney
P.O. Box 5307
Texarkana, Texas 75501
214/794-3481

Bexar County Planning Council
Area Agency on Aging
Project Director: Minnie Williams
Three Americas Building, Suite 400
San Antonio, Texas 78205
512/225-5201

Brazos Valley Development Council
Area Agency on Aging
Project Director: Barbara Bowerman
P.O. Drawer 4128
3006 East 29th Street
Bryan, Texas 77801
713/822-7421

Capital Area Planning Council
Area Agency on Aging
Project Director: Conley Kemper
611 South Congress, Suite 400
Austin, Texas 78704
512/443-7653

Central Texas Council of Governments
Area Agency on Aging
Project Director: Dan Mizell
P.O. Box 729
Belton, Texas 76513
817/939-1801

Coastal Bend Council of Governments
Area Agency on Aging
Project Director: Bill Moore
P.O. Box 6609
Corpus Christi, Texas 78411
512/854-3081 (Tex-An 820-2361)

Concho Valley Council of Goverments
Area Agency on Aging
Project Director: Odene Crawford
7 West Twohig Building
San Angelo, Texas 76901
915/653-1214

Dallas County Community Council
Area Agency on Aging
Project Director: Norman Moorehead
212 N. St. Paul, 1725 Corrigan Tower
Dallas, Texas 75201
214/741-5851

Deep East Texas Council of Governments
Area Agency on Aging
Project Director: Martha Jones
272 East Lamar Street
Jasper, Texas 75951
713/384-5704

East Texas Council of Governments
Area Agency on Aging
Project Director: Claude Andrews
Fifth Floor, Citizens Bank Building
Kilgore, Texas 75662
214/984-8641

Golden Crescent Council of Governments
Area Agency on Aging
Project Director: Betty Beck
P.O. Box 2028
Victoria, Texas 77901
512/578-1587

Harris County Planning Council
Area Agency on Aging
Project Director: Jean Hards
1010 Louisiana, Suite 910
Houston, Texas 77002

Heart of Texas Council of Governments
Area Agency on Aging
Project Director: Cathy Terrell
110 South 12th Street
Waco, Texas 76701
817/756-6631

Houston-Galveston Area Council
Area Agency on Aging
Project Director: Paul Ulrich
P.O. Box 22777
Houston, Texas 77027
713/627-3200

Lower Rio Grande Valley Development Council
Area Agency on Aging
Project Director: Charles G. Hart
First National Bank Building, Suite 301 & 303
McAllen, Texas 78501
512/682-3481

Middle Rio Grande Valley Development Council
Area Agency on Aging
Project Director: Annelies Rios
P.O. Box 1461
Del Rio, Texas 78840
512/775-1581

North Central Texas Council of Governments
Area Agency on Aging
Project Director: John Bruni
P.O. Drawer COG
Arlington, Texas 76011
817/640-3300

Nortex Regional Planning Commission
Area Agency on Aging
Project Director: Yvonne Null
1914 Kemp Boulevard
Wichita Falls, Texas 76309
817/322-5281

Panhandle Regional Planning Commission
Area Agency on Aging
Project Director: Mike McQueen
P.O. Box 9257
Amarillo, Texas 79104
806/372-3381

Permian Basin Regional Planning Commission
Area Agency on Aging
Project Director: W.E. Smith
P.O. Box 6391
Midland, Texas 79701
915/563-1061

South East Texas Regional Planning Commission
Area Agency on Aging
Project Director: James H. Robb
P.O. Drawer 1387
Nederland, Texas 77627
713/727-2384

South Plains Association of Governments
Area Agency on Aging
Project Director: Betty J. Shannon
1611 Avenue M
Lubbock Texas 79401
806/762-8721

South Texas Development Council
Area Agency on Aging
Project Director: Lupita Rubio
P.O. Box 1365
1104 Victoria
Laredo, Texas 78040
512/722-3995

Tarrant County Planning and Research Council
Area Agency on Aging
Project Director: Wilton G. Jewell
210 East Ninth Street
Fort Worth, Texas 76102
817/335-3473

Texoma Regional Planning Commission
Area Agency on Aging
Project Director: Janis Gray
1000 Arnold Boulevard
Denison, Texas 75020
214/786-2955

West Central Texas Council of Governments
Area Agency on Aging
Project Director: Chris Kyker
P.O. Box 3195
3349 North 12 Street
Abilene, Texas 79604
915/672-8544

West Texas Council of Governments
Area Agency on Aging
Project Director: Mario Griffin
The Mills Building, Suite 700
303 North Oregon Street
El Paso, Texas 79901
915/532-2910 (Tex-An 846-8136)

WHAT AGENCIES HAVE EXPERIENCED UNLIMITED AS AN EXPANDED SERVICE?

- Senior Nutrition and Activity Programs
- Volunteer Action Centers
- City Parks & Recreation Senior Program
- Baptist Missions
- REAL, INC.
- Community Concern Center
- City Human Development Programs
- Coastal Bend Council of Governments Area Agency on Aging (acting as a supervisor on regional basis).

WHAT FACILITIES ARE NEEDED TO OPERATE EXPERIENCE UNLIMITED?

1 Desk with file drawer

2 chairs

Telephone

1 Desk file box for 5 x 7 cards

10 trained volunteers

WHO IS SPONSORING THE DEVELOPMENT OF EXPERIENCE UNLIMITED IN TEXAS?

The Governor's Committee on Aging.

WHO DO I CONTACT?

For Information and Consultation on this program and how to make it work in your area, contact the founder and organizer of the project:

Mrs. Jean S. Beasley, Executive Director
Community Involvement Programs & Training, Inc.
7703 North Lamar, Suite 216
Austin, Texas 78752

Phone: 512/453-0417

DIRECTOR

Mrs. Jean S. Beasley has been active in local, State and National social service programs for 25 years, serving as both a volunteer and professional. She has been Director of the Council for Retarded Children—Associate Director, Community Council of Austin—Director, Volunteer Action Center—organized Christmas Bureau—Information & Referral, Education on Drug Abuse in Austin, and now the Experience Unlimited Program in Austin and Texas. Mrs. Beasley is a Volunteer Regional Coordinator for Texas Center for Volunteer Action, First Lady's Volunteer Program, Core Consultant (5 states) for National Center for Voluntary Action, as well as remaining active on many local boards. She has received honors such as—Outstanding Woman of the Year, Distinguished Service Award from City of Austin, Governor's Award for Volunteer Service, Austin's Outstanding Volunteer Award.

Mrs. Beasley is a speaker, trainer and program developer with a successful track record.

EXPERIENCE UNLIMITED

Clerks • Stock Clerks • Teacher • Crochet • Rug Repair • Upholstering • Quilting • Bedspread Repair • Baby Sitting • Needlepoint • Housework • Cooking • Baking • Driving • Carpenter • Painter • Plumber • Furniture Repair • TV Repair • Bricklayer • Custodian • Typing • Bookkeeping • Social Secretary • Writing • Yard Maintenance • Day Companion Live-in Companion • Nursing • Travel • Transportation Service • Seamstress-alterations • Bus Driver • Homemaker Aide • Crossing Guard • Janitorial • Gas Attendant • Piano Accompanist • Electrical • Chemist • Air-Conditioner Repair • Fruit Picker • Cement Pourer • House Sharer • Home Companion • Roofer • Waiter • Waitress • Sales People • Grocery Stocker • Artist • Cashier • File Clerk • Auto Mechanic • Secretary • Motel Manager • Music Teacher • Paper Hanger • Bike Repairs • Real Estate Sales • Letter Writing • House Appraisal • Appliance Repair • Train Conductor • Apartment Manager • Hotel Clerk • House Sitter • Gardening • Snow Shoveling • Garden Plowing • Security Guard • Door & Window Screening • Gravel Spreader • Wood for Barbecue • Plowing • Hauling • Tamale Making • Flower Arranging • Tutor • School Guard • Credit Manager • Telephone Surveyors • Catering • Amusement Park Attendant • Nurserymen • Building Maintenance

a job referral program for older texans

THE PROBLEM

Over a million residents of Texas are 60 years of age or older, which is approximately one out of eight of our population. By the year 2000, one out of every five will be 60 or older. U.S. Census data states that more than one-third of our older Texans have incomes below the poverty level.

THE NEED

To provide opportunities:
For older Texans to supplement their fixed incomes

- To remain active in their communities
- To feel needed in their communities
- To keep physically fit and mentally alert
- To feel they are still a contributing member of society
- To use and share their skills and talents acquired through years of experience

DOES EXPERIENCE UNLIMITED MEET THESE NEEDS?

Yes!

WHAT IS EXPERIENCE UNLIMITED?

Experience Unlimited is a high-visibility, low-budget program designed to be an expansion of service for an existing agency (or could be operated as an individual agency). It is a skill bank clearinghouse for persons 55 years of age and older who want to continue to work. The program provides a service which enables the senior citizens to be self-employed—to work as much or as little as they desire—to make as much money as their individual limits allow.

Experience Unlimited does not make individual job placement, nor does it solicit jobs for individuals, but it serves as a referral system by giving the potential employer the names and phone numbers of three registered applicants in the category requested.

HOW DOES EXPERIENCE UNLIMITED WORK?

The purpose of the project is to put older people who wish to supplement their income in touch with potential employers. Although it does not find jobs, establish salaries, or evaluate work rendered, it maintains a file on older workers by job category so that when an employer calls in seeking a specific service, such as carpentry or clerical help, the service can provide names of potential workers.

The match between worker and employer begins when the prospective employee fills out an employment application in the Experience Unlimited office. A trained volunteer or staff interviewer helps the applicant analyze his or her marketable skills or talents for today's demands.

Interviewers play a key role in the success of the project, because often older persons are unaware that their services may be in demand. For example, the part-time services of a retired architect could be valuable to someone needing a draftsman or help in preparing specifications for a construction job; or a woman who has spent her adult years as a homemaker may now qualify for work as a companion, baby sitter, or sales clerk.

Worker's hobbies may also provide clues to job potentials and may open new employment options when the market for previously salable skills has dried up.

When potential employers contact Experience Unlimited, they are given the names and telephone numbers of three registered applicants in the category requested. The employer may contact all three and choose one; specific applicants are not recommended. All negotiations are left to individual employers and applicants.

WHO IS ELIGIBLE TO BE AN APPLICANT?

Any person 55 years of age or older. There is no other criteria or restriction.

IS THERE A FEE CHARGED?

No! This is a free service for both the applicant and the employer.

WHO USES THIS SERVICE?

- Anyone 55 years of age and older can be an applicant.
- Everyone in the Community is a potential employer, i.e., small carpentry jobs—baby sitting—tutors—home companions. etc.
- Business establishments, i.e., sales people—credit clerks—hotel-motel clerks, apartment managers.

WHERE IS THIS PROGRAM IN OPERATION?

Beginning 1978 Experience Unlimited was in operation in:

- Alice
- Austin
- Beeville
- Corpus Christi
- Denison
- Lockhart
- Rockport
- Sherman

SPECIAL OR COMBINED
GROUPS

SPECIFIC INFORMATION CONCERNING INTERPRETING SERVICES FOR THE DEAF

Who is an interpreter?

An interpreter is an individual who has normal hearing and sometimes impaired hearing. He/she:

- possesses skill in the language of signs and fingerspelling
- can convey a hearing person's message to a deaf person
- can convey a deaf person's message to a hearing person

Where are interpreting services utilized?

An interpreter works in a variety of settings:

law enforcement
legal
educational
vocational rehabilitation
medical
religious
cultural
mass media

Why does a deaf person need an interpreter?

A deaf person may need an interpreter because of:

- difficulties with speech
- lipreading problems
- limited knowledge of English language
- desires for community services which are often closed to him/her

What is translating? ... interpreting?

In translating, the thoughts and words of the speaker are presented verbatim to the deaf person using the language of signs, fingerspelling, and speech.

In interpreting, the interpreter may depart from the exact words of the speaker and paraphrase, define, and/or explain what the speaker is saying using the language of signs, fingerspelling, speech, and/or other means of communication.

Who does the interpreter serve?

A deaf person who uses various means of communication
A deaf person who is oral
A deaf-blind person
A person or agency that is unable to communicate with a deaf individual

What is the reimbursement for interpreting services?

Interpreters are to be paid for the service rendered. As in any professional organization, many hours of volunteer service are given by the members. However, since interpreters often take off from work, need to arrange for babysitting services, travel great distances to provide the service, are saddled with lunch and parking fees, etc., just reimbursement must be considered. The Registry of Interpreters for the Deaf, Inc., P. O. Box 1339, Washington, D.C. 20013 has compiled a listing of reimbursement schedules throughout the country. These schedules are available upon request.

How are certified RID members identified?

The National RID Office issues a blue membership card which identifies that the member is in good standing for the current fiscal year. An additional card is issued showing the certification that a member holds.

In identifying certified members, both cards should be shown by the member upon request.

How may interpreters be contacted?

Interpreting services may be obtained in the following ways:

- contact your local RID Chapter listed below
- contact the National RID Office

Texas Chapters:

Texas Society of Interpreters for the Deaf (T.S.I.D.)

President - Lil Browning
4316 Lambeth Lane
Fort Worth, Texas 76103
Hm (817) 531-2160
Wk (817) 336-7414

Golden Triangle Registry of Interpreters for the Deaf

President - Jean Wilkes
2980 Wier Drive
Beaumont, Texas 77706
Hm (713) 892-1993
Wk (713) 835-2511

Greater Houston Registry of Interpreters for the Deaf

President - Mary Redman
11406 Newton
Houston, Texas 77034
Hm (713) 481-1703

Heart of the Plains Registry of Interpreters for the Deaf

President - Ione Priest
5202 Bangor #K202
Lubbock, Texas 79414
Hm (806) 797-3587
Wk (806) 747-1625

North Central Texas Registry of Interpreters for the Deaf

President - Dorothy Penix
2814 Abston
Mesquite, Texas 75150

COMMUNITY EDUCATION
INNOVATIVE ACTIVITIES
AS REPORTED FROM FY 1978 ANNUAL REPORTS

Read these with pencil in hand. Check the blanks next to the interesting items on which you want more information. (See request form on last page.) For addresses, refer to the community education directory. Copies of the directory can be obtained by contacting the Division of Adult Programs, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

I. Innovative activities that meet the needs of youth, adults, or older adults through the community school program.

______ Respiratory Problem Fitness Program:
This program was organized for people with respiratory problems such as emphysema and asthma. With the cooperation of the Texas Department of Public Health and a physical therapist from the hospital, the program can benefit all age groups. ALVARADO INDEPENDENT SCHOOL DISTRICT

______ Project S.N.A.P. (Stimulating Neighborhood Action Process):
Neighborhood residents became involved in assessing needs, planning, implementing, and evaluating neighborhood projects. Not only are services and resources directed at meeting needs, but residents are trained in skills needed to continue the project after the Mott Foundation monies are depleted. AUSTIN INDEPENDENT SCHOOL DISTRICT

______ Family Life Education:
These courses were initiated to provide information to students on how to get along with parents, understand human growth and development, and family life experiences. BURKBURNETT INDEPENDENT SCHOOL DISTRICT

______ Summer Recreation Program:
This program offers recreational activities and lifetime sports for all school age youth for a two dollar registration fee. BURLESON INDEPENDENT SCHOOL DISTRICT

______ City and School Cooperation:
The hiring of a city recreation director, after the community education project had helped to bring recreation activities to the community, is one very significant gain. City recreation and community education continue to cooperate and expand the use of facilities, personnel, and programming. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

______ Summer School Program:
This program for grades sixth through eighth was needed to provide remedial help for students in the subject areas of math and reading. The program is planning to expand to the elementary level. CEDAR HILL INDEPENDENT SCHOOL DISTRICT

_______ Minority Involvement:

Involvement by minorities in the community school program had been minimal. A recreational league was organized and directed by a minority ethnic group which increased participation by 75 percent. CLARKSVILLE INDEPENDENT SCHOOL DISTRICT

_______ Driver Education for Nonreaders:

In cooperation with the Department of Public Safety and the police department, the community education project co-sponsored a driver education class for non-reading adults. CLEBURNE INDEPENDENT SCHOOL DISTRICT

_______ Senior Citizen Nutrition Program:

Many elderly citizens through this program were able to enjoy one meal a week without cost. Through their country store and bread making project -- they purchased a refrigerator, freezer, and dishwasher for the kitchen at Wallace Center. The garden at the center provided the vegetables, while other foods were donated by the community. Federal funds were not available for the project. COLORADO INDEPENDENT SCHOOL DISTRICT

_______ Block Watchers:

Neighborhood block watchers to reduce crime was organized by community members. Community education personnel assisted in facilitating the organizational efforts and in providing technical assistance. COMAL INDEPENDENT SCHOOL DISTRICT

_______ Higher Education:

A door-to-door survey indicated a real need for higher education in the community. An extension center was sought, and is now meeting that educational need. CROSBYTON INDEPENDENT SCHOOL DISTRICT

_______ Health Clinic in Church:

A health clinic in a church was established in cooperation with the County Health Department, Palmer Drug Abuse Program, visiting nurse, and various other agencies. Improved physical and mental health of all the community, especially the underprivileged is the long-range goal. DAMON INDEPENDENT SCHOOL DISTRICT

_______ Mini-Courses:

Two evenings of mini-courses, taught by community volunteers, were offered free. Volunteers taught courses most requested on the community education survey, some of which included baton twirling for youth, good grooming for teens, flower arranging, and how to save on income tax for adults and older adults. EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

______ Music Theory and High School Band:
Since there was a lack of music theory offered in the regular high school curriculum, classes through the community school program were offered. Approximately 13 high school students and five adults took the class. Besides gaining knowledge of the subject, the two groups became better acquainted. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

______ New Approach to One-Night Seminars:
This new approach has included three or more sponsors for each event generating more activity and support of the program. For example: A micro-wave seminar was given by the Agricultural Extension Service in cooperation with the community education office and local merchants. Merchants were asked to demonstrate their different brands. GEORGETOWN INDEPENDENT SCHOOL DISTRICT

______ Police-Fire-School Cadet Program:
Middle school students meet twice monthly with local school, police, and fire officials to participate in programs, projects, field trips, etc. The police and fire departments conduct these sessions. Over two hundred middle school students have participated during three semesters. GRAPEVINE INDEPENDENT SCHOOL DISTRICT

______ Children's Theater:
During the first three weeks in December, a Children's Theater was held each Saturday for two hours. The children watched cartoons and movies, which permitted parents to attend to shopping. HAMLIN INDEPENDENT SCHOOL DISTRICT

______ Newcomers Club Formed:
Through the community education office, a Newcomers Club was formed with overwhelming success. Tours, luncheons, style shows, recreational activities, civic projects, game parties, etc., were planned. Many merchants in the area donated gifts, money, and time to this organization. One local church distributed informational materials to the newcomers. KELLER INDEPENDENT SCHOOL DISTRICT

______ Little Dribblers:
A "Little Dribblers" basketball league was organized for third through sixth grade boys. Kerrville has very few recreational and athletic opportunities or facilities for youth. KERRVILLE INDEPENDENT SCHOOL DISTRICT

______ Kindergym:
This program was organized to meet the recreational needs of the children in the community. KINGSVILLE INDEPENDENT SCHOOL DISTRICT

________ High School Library Goes Public:
Since there is a lack of a public library facilities in the community, the high school library was opened to adults. LITTLE ELM INDEPENDENT SCHOOL DISTRICT

________ Social Services:
Through the community education department, the school district became involved in social services. The older adults of the community receive many services which were not available in the past such as meals, transportation, etc. LOCKHART INDEPENDENT SCHOOL DISTRICT

________ New Approach: Participant Advisory Council:
In order to obtain suggestions from participants in the community school program a participant advisory council was organized. MCALLEN INDEPENDENT SCHOOL DISTRICT

________ Non-Public School Classroom Used:
An English as a Second Language (ESL) class was held during the day at an older adult facility. This was the first time such a class was held during the day and held in a non-public school facility. PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

________ Homemaking and Salable Skill Developed:
A cake decorating class stressed both a homemaking approach and the development of a salable skill. RIO GRANDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

________ Insurance Office Training Entry for Women:
Many women wanted to upgrade their job skills or re-enter the job market. Typing, shorthand, and bookkeeping had always been offered but jobs were not available. An Insurance Office Training class was developed and taught by an insurance agent who was able to place in jobs every student who successfully completed the training. SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT

________ Cancer-Campaign Coordinated:
Sixth grade students, Cub Scouts, and the community education office sponsored a Cancer Campaign. Students entered a float in a parade to kick-off the campaign. Advertising was provided by the newspaper, radio, posters, and personal contact before the door-to-door canvassing began. SPRINGTOWN INDEPENDENT SCHOOL DISTRICT

________ Older Adults Take Trips:
In addition to daily gathering of older adults, the community school program sponsored three bus trips with 125 people participating. A tour of the schools was also organized during Texas Public School Week. SULPHUR SPRINGS INDEPENDENT SCHOOL DISTRICT

______ Adults Enjoy School:
By offering several different types of art and skill classes, the adult community is now involved with the school. Capacity enrollment in oil painting, drawing, knitting, and needlepoint classes indicate that this new approach to education is being well received. More and different type classes are continually being requested. TERRELL INDEPENDENT SCHOOL DISTRICT

______ Square Dancing in the High School Cafeteria?:
Due to lack of an air conditioned acceptable area in the community for square dancing, the local club was invited to use the school facility. As a result, 80-110 adults use the school one night each week plus two weekends each month. WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

______ City Judge and Defensive Driving:
The community education office cooperates with the City Judge in retraining drivers who received traffic tickets. They are requested by the judge to enroll in a defensive driving course in lieu of paying a fine. WEATHERFORD INDEPENDENT SCHOOL DISTRICT

______ Driver Education for Adults:
This offers an opportunity for all age groups to learn how to drive while using school facilities. This is an opportunity that became a reality only because of community education. WESLACO INDEPENDENT SCHOOL DISTRICT

______ Volunteer Ambulance Service:
The volunteer ambulance service and emergency care attendant courses conducted through the community school program have been successful. WEST INDEPENDENT SCHOOL DISTRICT

______ Varied Older Adult Services:
The Older Adults Project provides such services as transportation to the grocery store, doctor, pharmacy, post office, information and referral, telephone reassurance, and a nutrition site that serves a noon meal at a low cost. The older adults may also enroll in community school classes for free. WHARTON COUNTY JUNIOR COLLEGE

______ Mini Workshops:
The organization of mini workshops conducted by business people and lay citizens volunteering to share their talents in such areas as crafts, gardening, and business has been successful. WYLIE INDEPENDENT SCHOOL DISTRICT